



Cambridge IGCSE™

GLOBAL PERSPECTIVES

0457/11

Paper 1 Written Examination

October/November 2020

MARK SCHEME

Maximum Mark: 70

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **17** printed pages.

Generic Marking Principles

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Introduction

Most questions are marked holistically using levels of response mark schemes. The marks awarded for an answer are usually based on a judgement of the overall quality of the response, rather than on awarding marks for specific points and accumulating a total mark by adding points.

Inevitably, the mark scheme cannot cover all responses that candidates may make for all of the questions. In some cases candidates may make very strong responses which the mark scheme has not predicted. These answers should nevertheless be credited according to their quality.

Levels of response

For answers marked by levels of response, the following is intended to describe the quality of the response required (level of skill that should be demonstrated) for the award of marks at different points in the mark range for the question.

In the levels of response mark scheme positive achievement is being rewarded.
For answers marked by levels of response:

- a Marking grids describe the top of each level.
- b **To determine the level** – start at the highest level and work down until you reach the level that matches the answer.
- c **To determine the mark within the level**, consider the following:

Descriptor	Award mark
Consistently meets the criteria for this level	At top of level
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Just enough achievement on balance for this level	Above bottom and either below middle of level or at middle of level (depending on number of marks available)
On the borderline of this level and the one below	At bottom of level

Mark scheme

All of the questions are based on sources which are available to candidates as an Insert to the examination paper. It is therefore very important to study this material prior to marking to become familiar with the context of the questions.

Annotations

All Scripts and questions must be annotated to show how and where marks have been awarded.

For scripts marked on RM Assessor, a selection of the following on-screen annotations are available.

Annotation	Meaning
	Correct, creditworthy point
Eval	Evaluation
	Development
	Benefit of doubt given
	Incorrect point
	Unclear/confused point
JU	Justification
	Omission mark, more required
I	Interpretation
Vertical wavy line	Irrelevant
	Highlighter
REP	Repetition
	Comment box
NAQ	Not answered question

The number of ticks used does not need to tally with the mark achieved. Every question must be annotated in some way. The mark scheme indicates the most likely annotation to be used with each question.

Annotation should be within the candidate's text rather than in the margin.

Question	Answer	Marks
1(a)	<p>Main Annotations   </p> <p>Candidates should identify the following from Source 1:</p> <ul style="list-style-type: none"> • An increasing trend; rising; going up; more and more each year. <p>1 mark should be awarded for identifying the above.</p> <p><i>Further guidance</i></p> <p>1 The only acceptable answers are listed above. However, candidates may use their own words.</p> <p>2 Do not award 'more' or a numerical answer unless an increasing trend is clear.</p>	1
1(b)	<p>Main Annotations   </p> <p>Candidates may identify the following benefits from Source 2:</p> <ul style="list-style-type: none"> • gain skills • improve job prospects • better understanding of other cultures • gain more self confidence • learn a different language • improve links with other countries • positive life changing experience. <p>1 mark should be awarded for each correctly identified benefit, up to a maximum of 2 marks.</p> <p><i>Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.</i></p>	2

Question	Answer	Marks
1(c)	<p data-bbox="304 286 555 315">Main Annotations</p> <p data-bbox="560 259 802 309">   </p> <p data-bbox="304 353 539 383">Indicative content</p> <p data-bbox="304 421 1002 450">Candidates may identify one of the following benefits:</p> <ul data-bbox="304 495 858 734" style="list-style-type: none"> • gain skills • improve job prospects • better understanding of other cultures • gain more self confidence • learn a different language • improve links with other countries • positive life changing experience. <p data-bbox="304 775 1281 835">Candidates may give the following reasons, any of which could be used, to justify their choice:</p> <ul data-bbox="304 875 1286 1149" style="list-style-type: none"> • degree of impact, e.g. gaining skills has further effects on lives • number of people affected, e.g. improving understanding helps relationships between many people across several countries • significance of the benefit, e.g. better job prospects helps a person to have a higher standard of living • link to wider changes, e.g. improving links with other countries helps to reduce conflict; or creates opportunities for trade • other reasonable response. <p data-bbox="304 1189 1321 1283"><i>Further guidance – candidates are most likely to discuss benefits from Source 2 as listed above. However, the assessment is focused mainly upon their reasoning / justification and therefore other benefits should be credited.</i></p> <p data-bbox="304 1323 1153 1352">The following levels of response should be used to award marks.</p> <p data-bbox="304 1391 770 1420">Level 3 (3 marks) Good response</p> <p data-bbox="304 1424 1054 1453">Clearly reasoned explanation explicitly linked to a benefit.</p> <p data-bbox="304 1491 858 1520">Level 2 (2 marks) Reasonable response</p> <p data-bbox="304 1525 1273 1585">Some explanation. The link between the explanation and a benefit may be implicit / unclear at times.</p> <p data-bbox="304 1626 783 1655">Level 1 (1 mark) Limited response</p> <p data-bbox="304 1659 1118 1688">A benefit is identified. There may be some limited explanation.</p> <p data-bbox="304 1727 547 1756">Level 0 (0 marks)</p> <p data-bbox="304 1760 911 1789">No relevant response or creditworthy material.</p>	3

Question	Answer	Marks
1(d)	<p data-bbox="304 282 802 315">Main Annotations    </p> <p data-bbox="304 353 539 387">Indicative content</p> <p data-bbox="304 421 1241 488">Candidates are likely to discuss the following reasons drawing upon the information in Sources 2 and 3:</p> <ul data-bbox="304 521 1326 835" style="list-style-type: none"> • Experience gained from moving to a different country can help to improve the economy. • Helps to improve job prospects. • International travel can improve links with other countries. • If people who move to a different country do not come back, the country loses a valuable resource and money will have been wasted on their education. • Young people may lose interest in their own culture. • Other reasonable response. <p data-bbox="304 869 1153 902">The following levels of response should be used to award marks:</p> <p data-bbox="304 936 807 969">Level 3 (5–6 marks) Good response</p> <p data-bbox="304 969 1305 1070">Clearly reasoned, credible and structured explanation of importance; usually two (or more) developed arguments clearly linked to the issue; or three (or more) undeveloped reasons. The national dimension is explicit.</p> <p data-bbox="304 1104 895 1137">Level 2 (3–4 marks) Reasonable response</p> <p data-bbox="304 1137 1313 1305">Some reasoned explanation of importance; there may be some lack of clarity and the answer may be difficult to follow at times; usually one (or more) developed argument(s) with some link to the issue, but may be implicit at times; or two (or more) undeveloped reasons. The national dimension is implicit at times.</p> <p data-bbox="304 1339 834 1373">Level 1 (1–2 marks) Limited response</p> <p data-bbox="304 1373 1313 1473">Limited reasoning and explanation; the response is likely to contain only simple, undeveloped and asserted points. Arguments are partial, generalised and lack clarity. The national dimension is not apparent.</p> <p data-bbox="304 1507 547 1541">Level 0 (0 marks)</p> <p data-bbox="304 1541 911 1574">No relevant response or creditworthy material.</p>	6

Question	Answer	Marks
2(a)	<p data-bbox="304 286 863 315">Main Annotations     </p> <p data-bbox="304 353 539 383">Indicative content</p> <p data-bbox="304 421 1257 488">Candidates are likely to discuss the following evaluative points relating to Source 3</p> <p data-bbox="304 521 453 551">Strengths:</p> <ul data-bbox="304 562 906 763" style="list-style-type: none"> • experience of being a teacher • gives evidence of students moving away • quotes an interview with a relevant expert • research evidence to support the claim • emotive • other reasonable response. <p data-bbox="304 801 491 831">Weaknesses:</p> <ul data-bbox="304 842 948 1010" style="list-style-type: none"> • too emotive at the beginning • not much evidence used to support the claim • seems to have an old-fashioned view • no details about television programmes • other reasonable response. <p data-bbox="304 1048 1150 1077">The following levels of response should be used to award marks:</p> <p data-bbox="304 1115 804 1144">Level 3 (5–6 marks) Good response</p> <p data-bbox="304 1149 995 1178">Clearly reasoned, credible and structured evaluation.</p> <p data-bbox="304 1216 1286 1283">Two (or more) developed points clearly linked to the issue, with some other undeveloped points; or a wide range (four or more) of undeveloped points.</p> <p data-bbox="304 1321 1305 1451">Evaluation is clearly focused on the evidence and arguments, their strengths and/or weaknesses and the way they are used to support the claim. There is usually some clear reference to the evidence and arguments in the source e.g. quotation/summary</p> <p data-bbox="304 1489 890 1518">Level 2 (3–4 marks) Reasonable response</p> <p data-bbox="304 1523 1326 1653">Reasonable evaluation mainly focused on the evidence and arguments, their strengths and/or weaknesses, and the way they are used to support the claim; there may be some lack of clarity and the answer may be difficult to follow at times.</p> <p data-bbox="304 1691 1318 1787">The response may contain one (or more) developed point(s), with some other undeveloped points. Some (two or more) undeveloped points may be sufficient to reach this level.</p> <p data-bbox="304 1825 831 1854">Level 1 (1–2 marks) Limited response</p> <p data-bbox="304 1859 1313 1989">Limited evaluation which is often unsupported and asserted. The response is often unclear, tangential and generalised. It contains one or two undeveloped points only. Answers at this level may repeat source material with little understanding.</p>	6

Question	Answer	Marks
2(a)	<p>Level 0 (0 marks) No relevant response or creditworthy material.</p>	
2(b)	<p>Main Annotations     </p> <p>Indicative content</p> <p>Candidates are likely to discuss the following ways to test the claim stated in Source 3:</p> <p>Possible types of information:</p> <ul style="list-style-type: none"> • data from universities • interview and survey data • documentary evidence • individual testimony or personal experience • material from the internet about migration / student views • other relevant response. <p>Possible sources of information:</p> <ul style="list-style-type: none"> • national and local governments and their departments • international organisations, e.g. United Nations, UNESCO • experts in education • research reports • media and the internet • other relevant response. <p>Possible methods:</p> <ul style="list-style-type: none"> • compare statistics/information on international /local students • review of secondary sources/literature/research/documents • interview relevant experts • internet search • questionnaires • surveys • psychological type experiment • other relevant response. <p>The following levels of response should be used to award marks:</p> <p>Level 4 (7–8 marks) Very good response Clearly reasoned, credible and structured explanation of a range of ways to test the claim. The response contains three (or more) developed points, and may contain some undeveloped points.</p> <p>The response is clearly and explicitly related to testing the claim.</p> <p>Level 3 (5–6 marks) Good response Reasoned and mainly credible explanation of ways to test the claim. The response contains two (or more) developed points, and may contain some undeveloped points.</p> <p>The response is explicitly related to testing the claim.</p>	8

Question	Answer	Marks
2(b)	<p>Level 2 (3–4 marks) Reasonable response Some reasoning and explanation of ways to test the claim. The response contains one (or more) developed point(s), and/or a range of undeveloped points. There may be some lack of clarity and the answer may be difficult to follow at times.</p> <p>The response is related to testing the claim.</p> <p>Level 1 (1–2 marks) Limited response Limited explanation of ways to test the claim. The response contains one or two simple, undeveloped and asserted points.</p> <p>There is little relevance in the response to testing the claim or the methods, sources and types of information are generally not appropriate for the claim being tested.</p> <p>Level 0 (0 marks) No relevant response or creditworthy material.</p> <p><i>If the response lists or describes methods, sources and types of data without linking to the issue/context, then it should not be placed above Level 2.</i></p>	

Question	Answer	Marks
3(a)	<p>Main Annotations  </p> <p>Candidates may identify one of the following opinions from Nikita’s statement:</p> <ul style="list-style-type: none"> • He did very well at school. • My grandparents thought he would lose our traditional values. • Our families are important. • The business may close down. <p>1 mark should be awarded for identifying one of the above.</p> <p><i>Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.</i></p>	1

Question	Answer	Marks
3(b)	<p>Main Annotations  </p> <p>Candidates may identify one of the following from Tanu's statement.</p> <ul style="list-style-type: none">• My future wife will want to be like me.• I will earn 30 per cent more if I move there.• If I move to a different country I will earn twice as much.• My family will manage without me.• I can send them money once I have a good job. <p>1 mark should be awarded for identifying one of the above.</p> <p><i>Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.</i></p>	1

Question	Answer	Marks
3(c)	<p data-bbox="304 282 874 315">Main Annotations     </p> <p data-bbox="304 353 539 387">Indicative content</p> <p data-bbox="304 421 1310 521">Bias is a tendency or prejudice for or against something; an attitude of strong like or dislike; an unbalanced approach not prepared to consider counter-arguments or other points of view.</p> <p data-bbox="304 555 1310 622">Candidates are likely to identify the following reasons from aspects of Nikita's background/experience that suggest possible bias:</p> <ul data-bbox="304 656 1294 723" style="list-style-type: none"> • It caused her upset when her brother moved to a different country. • Her father's business may close down if young people leave the village. <p data-bbox="304 757 1262 824">Candidates are likely to identify the following reasons from aspects of the statement that suggest possible bias:</p> <ul data-bbox="304 857 1326 1104" style="list-style-type: none"> • Lack of balance/focus only on the negatives of moving away. • Emotive language / tone – 'no-one can visit you unless they are earning a lot of money'. • Exaggeration – 'nobody used to move away when my parents were young'. • Lack of evidence to support opinion. • Focused only on personal experience. <p data-bbox="304 1137 1150 1171">The following levels of response should be used to award marks:</p> <p data-bbox="304 1205 770 1238">Level 3 (3 marks) Good response</p> <p data-bbox="304 1238 1278 1305">A clear and full explanation of why the statement may be biased supported with evidence from the statement. Gives two reasons.</p> <p data-bbox="304 1339 858 1373">Level 2 (2 marks) Reasonable response</p> <p data-bbox="304 1373 1302 1440">A basic or partial explanation of why the statement may be biased. May give one or two reasons.</p> <p data-bbox="304 1473 783 1507">Level 1 (1 mark) Limited response</p> <p data-bbox="304 1507 1270 1541">An identification of a reason to suggest bias with limited or no explanation.</p> <p data-bbox="304 1574 547 1608">Level 0 (0 marks)</p> <p data-bbox="304 1608 911 1641">No relevant response or creditworthy material.</p>	3

Question	Answer	Marks
3(d)	<p data-bbox="304 280 890 315">Main Annotations J     </p> <p data-bbox="304 353 539 383">Indicative content</p> <p data-bbox="304 421 1294 555">Candidates are expected to evaluate the arguments presented in Source 4 and compare their effectiveness. They should make a supported judgement with some explanation about which person has the most convincing argument.</p> <p data-bbox="304 593 1043 622">Candidates may support their judgement by considering:</p> <p data-bbox="304 660 624 689">Strength of reasoning:</p> <ul data-bbox="304 696 480 831" style="list-style-type: none"> • logic • structure • balance • claims. <p data-bbox="304 869 544 898">Use of language:</p> <ul data-bbox="304 904 847 972" style="list-style-type: none"> • tone – emotive, exaggerated, precise • clarity. <p data-bbox="304 1010 448 1039">Evidence:</p> <ul data-bbox="304 1046 1150 1285" style="list-style-type: none"> • range of information and depth • relevance • sufficiency – sample • source – media; internet • date – how recent • different types of information – fact, opinion, value, anecdote • testimony – from experience and expert. <p data-bbox="304 1323 528 1352">Sources of bias</p> <ul data-bbox="304 1359 571 1494" style="list-style-type: none"> • local interest • economic • personal values • experience. <p data-bbox="304 1532 927 1561">Likely consequences of the ideas presented</p> <p data-bbox="304 1599 831 1628">Acceptability of their values to others</p> <ul data-bbox="304 1635 1193 1664" style="list-style-type: none"> • how likely other people are to agree with their perspective/view. <p data-bbox="304 1702 1150 1731">The following levels of response should be used to award marks.</p>	15

Question	Answer	Marks
3(d)	<p>Level 5 (13–15 marks) Very good response Clear, credible and well supported points/explanation about which argument is more convincing. Coherent, structured evaluation of both arguments with clear comparison.</p> <p>The response contains three (or more) developed evaluative points, and may include some undeveloped points. Material from the sources is used as evidence to support the evaluation; clear reference to the evidence and/or arguments in the source e.g. quotation/summary of ideas.</p> <p>A clear judgement is reached.</p> <p>Level 4 (10–12 marks) Good response Clear, supported points/explanation about which argument is more convincing. Evaluation of both arguments, with comparison.</p> <p>The response contains two (or more) developed evaluative points and may include some undeveloped points. A wide range (four or more) of undeveloped but clearly appropriate points may be sufficient to enter this band at the lower level. Material from the sources is used as evidence to support the evaluation; some reference to the evidence and/or arguments in the source e.g. quotation/summary of ideas.</p> <p>A judgment is reached.</p> <p>Level 3 (7–9 marks) Reasonable response Reasonable points/explanation about which argument is more convincing. Some evaluation of both arguments, with an attempt at comparison or very good evaluation of only one argument. Some judgements and evaluative points are partially supported or asserted.</p> <p>One (or more) developed evaluative points, possibly with some undeveloped points; three (or more) undeveloped points may be sufficient to enter this band at the lower level. Some material from the sources may be used as evidence to support the evaluation. The response may occasionally lack some clarity and be difficult to follow.</p> <p>An attempt is made to give an overall judgement.</p> <p>Level 2 (4–6) Basic response Basic points about which argument is more convincing. There may be only one argument considered in any detail, with little attempt at comparison. Judgements and evaluative points are partially supported and lack clarity/relevance at times.</p> <p>The response contains two (or more) undeveloped points.</p> <p>A basic judgement may be reached.</p>	

Question	Answer	Marks
3(d)	<p>Level 1 (1–3 marks) Limited response Limited and unsupported points about which argument is more convincing. The response considers the arguments briefly and/or tangentially. There is little clarity. Answers at this level may repeat source material with little understanding or simply agree/disagree with the arguments presented.</p> <p>The response may not contain any clear evaluative points.</p> <p>Level 0 (0 marks) No relevant response or creditworthy material.</p> <p><i>Responses that give a very good evaluation of only one argument may achieve Level 3 but no higher.</i></p>	

Question	Answer	Marks
4	<p data-bbox="304 282 890 315">Main Annotations J     </p> <p data-bbox="304 353 539 387">Indicative content</p> <p data-bbox="304 421 1297 521">Candidates are expected to make a judgement about the issue, i.e. whether students should move away to study, using reasons and evidence to justify their opinion.</p> <p data-bbox="304 555 1278 656">Candidates may use and develop the material found in Sources 1 to 4, but should go beyond simply repeating or recycling without adaptation. Other material may be introduced but is not necessary to gain full marks.</p> <p data-bbox="304 689 932 723">Candidates may consider some of the following:</p> <ul data-bbox="304 757 1126 1144" style="list-style-type: none"> • reference to scale of impact on the community • reference to different consequences and implications for individuals/groups/government • how long it might take to make a difference • barriers to change • the influence of individuals and groups on decision making • the role of vested interests and power differences • potential conflicts of interest • difficulties in planning and coordinating improvements • cost and access to resources to implement change • other reasonable response. <p data-bbox="304 1178 1150 1211">The following levels of response should be used to award marks:</p> <p data-bbox="304 1245 903 1279">Level 5 (20–24 marks) Very good response</p> <p data-bbox="304 1279 1262 1346">Clear, well supported reasoning about the issue. Different arguments and perspectives are clearly considered.</p> <p data-bbox="304 1379 1241 1480">The response contains a wide range of clearly reasoned points and/or evidence to support the views expressed, with four (or more) developed points, and some undeveloped points.</p> <p data-bbox="304 1514 1230 1547">The response is very well-structured and a clear judgement is reached.</p> <p data-bbox="304 1581 836 1615">Level 4 (15–19 marks) Good response</p> <p data-bbox="304 1615 1203 1682">Clear, supported reasoning about the issue. Different arguments and perspectives are considered.</p> <p data-bbox="304 1715 1326 1816">The response contains a range of reasoned points and/or evidence to support the views expressed, with three (or more) developed points, and some undeveloped points.</p> <p data-bbox="304 1850 1222 1883">The response is generally well-structured and a judgement is reached.</p>	24

Question	Answer	Marks
4	<p>Level 3 (10–14 marks) Reasonable response Some supported reasoning about the issue. Different arguments and perspectives are included.</p> <p>The response contains some points and/or evidence to support the views expressed, with two (or more) developed points, and some undeveloped points.</p> <p>The response is structured but at times difficult to follow and an attempt is made to give an overall judgement.</p> <p>Level 2 (5–9 marks) Basic response Basic reasoning about issue. Different arguments are included; perspectives, if present, are unclear.</p> <p>The response relies on assertion rather than evidence but contains one (or more) developed point(s) or a range of undeveloped points.</p> <p>The response lacks structure and is difficult to follow though a basic judgement may be attempted.</p> <p>Level 1 (1–4 marks) Limited response Limited and unsupported reasoning about the topic in general. Mainly recycling of sources without interpretation or clear link to the issue. Different arguments may be included.</p> <p>Level 0 (0 marks) No relevant response or creditworthy material.</p>	