

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the March 2016 series**

### **0457 GLOBAL PERSPECTIVES**

**0457/01**

Paper 1 (Individual Research), maximum raw mark 80

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.

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Marks are awarded against each assessment criterion using the statements within the bands.

A mark of zero should be awarded for non-creditworthy responses.

Assessment Criteria	Band 1 1–2 marks	Band 2 3–4 marks	Band 3 5–7 marks	Band 4 8–10 marks
<b>Gather and present information, representing different perspectives</b>	<ul style="list-style-type: none"> <li>• presents <b>limited, relevant</b> information</li> <li>• shows a <b>limited</b> use of resources</li> <li>• gives <b>few</b> perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• presents <b>some relevant</b> information</li> <li>• shows <b>some</b> use of resources</li> <li>• gives <b>some</b> perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• presents a <b>range of relevant</b> information</li> <li>• shows use of a <b>range of mostly appropriate</b> resources</li> <li>• gives a <b>variety</b> of perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• presents a <b>broad range of relevant</b> information</li> <li>• shows use of a <b>range of highly appropriate</b> resources</li> <li>• gives a <b>wide variety</b> of perspectives, including global, local/national and personal</li> </ul>
<b>Analyse issues within the topic as identified by the question posed for the study</b>	<ul style="list-style-type: none"> <li>• identifies <b>few relevant</b> issues</li> <li>• shows <b>little analysis</b> of the issues within the topic</li> <li>• gives <b>little</b> consideration to the causes, effects <b>and/or</b> current situations</li> </ul>	<ul style="list-style-type: none"> <li>• identifies <b>some of the relevant</b> issues</li> <li>• shows <b>some analysis</b> of these issues</li> <li>• considers <b>some of the causes, effects and/or</b> current situations</li> </ul>	<ul style="list-style-type: none"> <li>• identifies <b>mostly relevant</b> issues</li> <li>• shows <b>sound analysis</b> of these issues</li> <li>• considers the causes, effects and the current situations in <b>some detail</b></li> </ul>	<ul style="list-style-type: none"> <li>• identifies <b>highly relevant</b> issues</li> <li>• shows <b>thorough analysis</b> of these issues</li> <li>• considers the causes, effects and current situations in <b>depth</b></li> </ul>
<b>Identify and evaluate possible scenarios and formulate possible courses of action</b>	<ul style="list-style-type: none"> <li>• identifies <b>few relevant</b> possible scenarios</li> <li>• shows <b>little evaluation</b></li> <li>• proposes <b>few relevant</b> courses of action</li> </ul>	<ul style="list-style-type: none"> <li>• identifies <b>some simple</b> possible scenarios</li> <li>• shows <b>limited evaluation</b></li> <li>• proposes <b>some possible</b> courses of action which are <b>simplistic</b> in approach and <b>not</b> developed</li> </ul>	<ul style="list-style-type: none"> <li>• identifies a <b>range of possible</b> scenarios</li> <li>• shows <b>some evaluation</b></li> <li>• proposes <b>some appropriate</b> courses of action which are <b>sometimes</b> developed</li> </ul>	<ul style="list-style-type: none"> <li>• identifies a <b>broad range of possible</b> scenarios</li> <li>• shows <b>sound evaluation</b></li> <li>• proposes a <b>range of</b> courses of action which are <b>well developed</b></li> </ul>

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<p><b>Develop an evidence-based personal response, demonstrating self-awareness</b></p>	<ul style="list-style-type: none"> <li>• <b>little</b> evidence of a personal response</li> <li>• <b>little</b> reference to the considered evidence</li> <li>• <b>minimal</b> evidence of self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• <b>some</b> evidence of a personal response</li> <li>• <b>some</b> reference to the considered evidence</li> <li>• <b>some</b> evidence of self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• <b>sound</b> evidence of an appropriate personal response</li> <li>• some <b>reference</b> to the considered evidence which <b>sometimes</b> justifies the response</li> <li>• <b>sound</b> evidence of self-awareness</li> </ul>	<ul style="list-style-type: none"> <li>• <b>detailed</b> evidence of an appropriate personal response</li> <li>• full <b>reference</b> to the considered evidence which <b>fully</b> justifies the response</li> <li>• <b>significant</b> evidence of self-awareness</li> </ul>
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