



## Cambridge IGCSE™

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**GLOBAL PERSPECTIVES**

**0457/12**

Paper 1 Written Examination

**March 2020**

MARK SCHEME

Maximum Mark: 70

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**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 March 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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This document consists of **18** 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:

- Marking grids describe the top of each level.
- To determine the level** – start at the highest level and work down until you reach the level that matches the answer.
- 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**





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





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






<b>Annotation</b>	<b>Meaning</b>
	Correct, creditworthy point
<b>Eval</b>	Evaluation
	Development
	Benefit of doubt given
	Incorrect point
	Unclear/confused point
<b>JU</b>	Judgement
	Omission mark, more required
<b>I</b>	Interpretation
Vertical wavy line	Irrelevant
	Highlighter
<b>REP</b>	Repetition
	Comment Box

The number of ticks used does not need to tally with the mark achieved. The mark scheme indicates the most likely annotation to be used with each question.

Question	Answer	Marks
1(a)	<p><b>Main Annotations</b>   </p> <p>Candidates should identify the following from Source 1:</p> <ul style="list-style-type: none"> <li>• Increasing/going up/rising</li> </ul> <p>1 mark should be awarded for the correct answer.</p> <p><i>Further guidance – the only acceptable answer is listed above. However, candidates may use their own words.</i></p>	<b>1</b>
1(b)	<p><b>Main Annotations</b>   </p> <p>Candidates may identify the following issues from sources 1 and 2:</p> <ul style="list-style-type: none"> <li>• Increasing government spending on education.</li> <li>• Employing more teachers.</li> <li>• Reducing class sizes.</li> <li>• Giving access to education for all girls and women.</li> <li>• Providing skills for work and life.</li> <li>• Encouraging continuous learning throughout life.</li> <li>• Achieving adult literacy for all.</li> <li>• Secondary education for all.</li> </ul> <p><i>Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.</i></p>	<b>2</b>






Question	Answer	Marks
1(c)	<p data-bbox="304 282 555 315"><b>Main Annotations</b></p> <p data-bbox="576 259 871 309">   </p> <p data-bbox="304 349 539 383">Indicative content</p> <p data-bbox="304 421 983 454">Candidates may identify one of the following issues:</p> <ul data-bbox="304 488 1026 768" style="list-style-type: none"> <li>• Increasing government spending on education.</li> <li>• Employing more teachers.</li> <li>• Reducing class sizes.</li> <li>• Giving access to education for all girls and women.</li> <li>• Providing skills for work and life.</li> <li>• Encouraging continuous learning throughout life.</li> <li>• Achieving adult literacy for all.</li> <li>• Secondary education for all.</li> </ul> <p data-bbox="304 801 1313 869">Candidates may give the following explanations, any of which could be used, to justify their choice:</p> <ul data-bbox="304 902 874 1149" style="list-style-type: none"> <li>• Has greatest impact.</li> <li>• Affects most people.</li> <li>• Ethically or morally most unacceptable.</li> <li>• The most difficult to solve.</li> <li>• Has multiple consequences.</li> <li>• Creates spiral of decline/vicious circle.</li> <li>• Other reasonable response.</li> </ul> <p data-bbox="304 1182 1334 1283"><i>Further guidance – candidates are most likely to discuss issues from the source as listed above. However, the assessment is focused mainly upon their reasoning / justification and therefore additional issues should be credited.</i></p> <p data-bbox="304 1317 1153 1350">The following levels of response should be used to award marks.</p> <p data-bbox="304 1384 770 1417"><b>Level 3 (3 marks) Good response</b></p> <p data-bbox="304 1417 1302 1485">Clearly reasoned, credible explanation explicitly linked to an issue. This may contain two clear reasons, or one fully explained.</p> <p data-bbox="304 1518 858 1552"><b>Level 2 (2 marks) Reasonable response</b></p> <p data-bbox="304 1552 1249 1619">Some explanation usually with one or two reasons. The link between the explanation and an issue may be implicit or unclear at times.</p> <p data-bbox="304 1653 783 1686"><b>Level 1 (1 mark) Limited response</b></p> <p data-bbox="304 1686 1318 1753">An issue is identified but with limited or no explanation. The issue is asserted, or the explanation is not clear and/or credible.</p> <p data-bbox="304 1787 547 1821"><b>Level 0 (0 marks)</b></p> <p data-bbox="304 1821 911 1854">No relevant response or creditworthy material.</p>	3

Question	Answer	Marks
1(d)	<p data-bbox="304 282 555 315"><b>Main Annotations</b></p> <p data-bbox="576 259 871 309">     </p> <p data-bbox="304 349 539 383">Indicative content</p> <p data-bbox="304 421 1161 454">Candidates are likely to identify the following local consequences:</p> <ul data-bbox="304 488 1107 701" style="list-style-type: none"> <li>• Reduced class sizes.</li> <li>• Better skilled local workforce.</li> <li>• More interesting lessons in schools.</li> <li>• More individual attention for students.</li> <li>• Better examination results/qualifications in the local area.</li> <li>• Other reasonable response.</li> </ul> <p data-bbox="304 734 1206 768">Candidates are likely to identify the following national consequences:</p> <ul data-bbox="304 801 906 1014" style="list-style-type: none"> <li>• Benefits the overall wealth of a country.</li> <li>• Encourages economic growth.</li> <li>• More status given to education nationally.</li> <li>• Improved national educational outcomes.</li> <li>• Lower unemployment in the country.</li> <li>• Other reasonable response.</li> </ul> <p data-bbox="304 1048 1262 1115">3 marks are available for the explanation of each consequence. A total of 6 marks (3 marks + 3 marks) are therefore available for the question.</p> <p data-bbox="304 1149 1321 1216">The following levels of response should be used to award marks for each part of the question:</p> <p data-bbox="304 1249 772 1283"><b>Level 3 (3 marks) Good response</b></p> <p data-bbox="304 1283 1331 1350">A clear and full explanation of the consequence explicitly related to the context – local or national.</p> <p data-bbox="304 1384 861 1417"><b>Level 2 (2 marks) Reasonable response</b></p> <p data-bbox="304 1417 1318 1485">A basic or partial explanation of the consequence partly related to the context – local or national.</p> <p data-bbox="304 1518 783 1552"><b>Level 1 (1 mark) Limited response</b></p> <p data-bbox="304 1552 1326 1619">An identification of a consequence with limited or no explanation related to the context – local or national.</p> <p data-bbox="304 1653 547 1686"><b>Level 0 (0 marks)</b></p> <p data-bbox="304 1686 911 1720">No relevant response or creditworthy material.</p>	6




Question	Answer	Marks
2(a)	<p data-bbox="304 282 555 315"><b>Main Annotations</b></p> <p data-bbox="576 259 951 309">      </p> <p data-bbox="304 349 539 383">Indicative content</p> <p data-bbox="304 416 1257 483">Candidates are likely to discuss the following evaluative points relating to Source 3:</p> <p data-bbox="304 517 456 551"><b>Strengths:</b></p> <ul data-bbox="304 555 1043 875" style="list-style-type: none"> <li>• Uses many examples.</li> <li>• Some facts/statistics e.g. Class sizes.</li> <li>• Strong tone of language – passionate.</li> <li>• Clear argument and easy to follow.</li> <li>• Uses a research source as evidence.</li> <li>• Counterarguments used.</li> <li>• Strong knowledge claims/ability to see as a teacher.</li> <li>• References UN.</li> <li>• Other reasonable response.</li> </ul> <p data-bbox="304 909 496 943"><b>Weaknesses:</b></p> <ul data-bbox="304 947 1299 1256" style="list-style-type: none"> <li>• Few facts and statistics to back up claim.</li> <li>• Source not referenced.</li> <li>• Potential newspaper bias.</li> <li>• Author unknown – difficult to verify knowledge claims, though has some as a teacher.</li> <li>• Emotive tone of language.</li> <li>• Potential bias as a teacher.</li> <li>• Potential vested interest as a teacher.</li> <li>• Other reasonable response.</li> </ul> <p data-bbox="304 1290 1153 1323">The following levels of response should be used to award marks:</p> <p data-bbox="304 1357 807 1391"><b>Level 3 (5–6 marks) Good response</b></p> <p data-bbox="304 1395 1331 1525">Clearly explained, credible and structured evaluation; two (or more) developed points clearly linked to the claim, with some other undeveloped points; or a wide range (four or more) of undeveloped but clearly evaluative points may be sufficient to reach this level.</p> <p data-bbox="304 1559 1278 1626">Evaluation is clearly focused on the reasons and/or evidence, its strengths and/or weaknesses and the way it is used to support the claim.</p> <p data-bbox="304 1659 895 1693"><b>Level 2 (3–4 marks) Reasonable response</b></p> <p data-bbox="304 1697 1326 1861">Some evaluation, partially explained, of the reasons and/or evidence, its strengths and/or weaknesses, and the way it is used to support the claim. The response may contain one (or more) developed point(s), with some other undeveloped points. Some (three or more) undeveloped points may be sufficient to reach this level.</p> <p data-bbox="304 1895 1214 1962">Some evaluative points may be unexplained and descriptive, possibly asserted.</p>	6










Question	Answer	Marks
2(a)	<p><b>Level 1 (1–2 marks) Limited response</b> Limited evaluation which is often unsupported and asserted. The response is clear in part but is incomplete and generalised. It contains one undeveloped point only. Answers at this level may repeat source material with little understanding or simply describe features of the statement without evaluation/explanation.</p> <p><b>Level 0 (0 marks)</b> No relevant response or creditworthy material.</p>	






Question	Answer	Marks
2(b)	<p data-bbox="304 282 555 315"><b>Main Annotations</b></p> <p data-bbox="576 259 951 309">      </p> <p data-bbox="304 349 539 383">Indicative content</p> <p data-bbox="304 416 1302 483">Candidates are likely to discuss the following ways to test the claim stated in Source 3.</p> <p data-bbox="304 517 730 551"><b>Possible types of information:</b></p> <ul data-bbox="304 555 1102 801" style="list-style-type: none"> <li>• Compare statistics/information on qualifications and pay.</li> <li>• Data from government or pressure groups.</li> <li>• Research reports.</li> <li>• Expert testimony.</li> <li>• Individual testimony or personal experience.</li> <li>• Material from relevant organisations.</li> <li>• Other relevant response.</li> </ul> <p data-bbox="304 835 767 869"><b>Possible sources of information:</b></p> <ul data-bbox="304 873 1078 1120" style="list-style-type: none"> <li>• National and local governments and their departments.</li> <li>• International organisations, e.g. United nations; ILO.</li> <li>• Experts in employment and education.</li> <li>• Research reports.</li> <li>• Pressure groups, charities and NGOs.</li> <li>• Media and the internet.</li> <li>• Other relevant response.</li> </ul> <p data-bbox="304 1153 571 1187"><b>Possible methods:</b></p> <ul data-bbox="304 1191 1158 1400" style="list-style-type: none"> <li>• Review of secondary sources/literature/research/documents.</li> <li>• Interview relevant experts, teachers, employers.</li> <li>• Internet search.</li> <li>• Questionnaires.</li> <li>• Surveys.</li> <li>• Other relevant response.</li> </ul> <p data-bbox="304 1433 1150 1467">The following levels of response should be used to award marks.</p> <p data-bbox="304 1500 871 1534"><b>Level 4 (7–8 marks) Very good response</b></p> <p data-bbox="304 1538 1326 1635">Clearly reasoned, credible and structured explanation of a wide range of ways to research the claim. The response contains two (or more) developed points, and some undeveloped points.</p> <p data-bbox="304 1668 1214 1702">The response is clearly and explicitly related to researching the claim.</p> <p data-bbox="304 1736 807 1769"><b>Level 3 (5–6 marks) Good response</b></p> <p data-bbox="304 1774 1318 1870">Reasoned and mainly credible explanation of a range of ways to research the claim. The response contains one (or more) developed points, and some undeveloped points.</p> <p data-bbox="304 1904 943 1937">The response is related to researching the claim.</p>	8

Question	Answer	Marks
2(b)	<p><b>Level 2 (3–4 marks) Reasonable response</b> Some description with little explanation of some ways to research the claim. The response mainly contains several undeveloped points. The response may lack some clarity.</p> <p>The response is implicitly related to researching the claim. Responses which simply list a range of sources, types of information and methods should be awarded at this level.</p> <p><b>Level 1 (1–2 marks) Limited response</b> Limited description of ways to research the claim. The response contains one or two simple, undeveloped and asserted points without explanation.</p> <p>There is little relevance in the response to researching the claim or the methods, sources and types of information are generally not appropriate for the claim being tested.</p> <p><b>Level 0 (0 marks)</b> No relevant response or creditworthy material.</p> <p><i>Further Guidance - responses that do not link explicitly to the issue/context are unable to score higher than Level 2.</i></p>	

Question	Answer	Marks
3(a)	<p><b>Main Annotations</b>    <b>BOD</b></p> <p>Candidates may identify one of the following from Source 4.</p> <ul style="list-style-type: none"> <li>• High status knowledge leads to good jobs.</li> <li>• High status knowledge leads to a secure future.</li> <li>• Schools will change completely in the future.</li> </ul> <p>1 mark should be awarded for identifying of one of the above predictions.</p> <p><i>Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.</i></p>	<b>1</b>

Question	Answer	Marks
3(b)	<p><b>Main Annotations</b>    <b>BOD</b></p> <p>Candidates may identify one of the following from Source 4.</p> <ul style="list-style-type: none"> <li>• Knowledge is available ‘at the touch of a button’.</li> <li>• Employers now want new recruits to have team working, social and communication skills.</li> <li>• My father, a school principal, thinks that schools will change.</li> <li>• Juan works for a company developing computer software.</li> <li>• New technology helps schools to teach (more useful skills for the future).</li> </ul> <p>1 mark should be awarded for identifying one of the above facts.</p> <p><i>Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.</i></p>	<b>1</b>






Question	Answer	Marks
3(c)	<p data-bbox="304 282 555 315"><b>Main Annotations</b></p> <p data-bbox="576 259 959 315">    <b>BOD</b>  </p> <p data-bbox="304 349 544 383">Indicative Content</p> <p data-bbox="304 421 1310 517">Bias is a tendency or prejudice towards something; an attitude that favours something or shows a strong liking; an unbalanced approach not prepared to consider counterarguments or other points of view.</p> <p data-bbox="304 555 1305 622">Candidates are likely to identify the following reasons from aspects of Juan's background/experience that suggest possible bias:</p> <ul data-bbox="304 658 1326 790" style="list-style-type: none"> <li>• Juan works for a company developing computer software for schools; this may influence his views about technology and schools.</li> <li>• Juan's father is a school principal, which may influence his views about education.</li> </ul> <p data-bbox="304 826 1259 893">Candidates are likely to identify the following reasons from aspects of the statement that suggest possible bias:</p> <ul data-bbox="304 929 1305 1032" style="list-style-type: none"> <li>• Lack of balance/focus only on the positive impact of technology.</li> <li>• Exaggeration – 'information does not need to be remembered anymore'.</li> <li>• Lack of evidence to support most of the argument.</li> </ul> <p data-bbox="304 1068 1153 1102">The following levels of response should be used to award marks:</p> <p data-bbox="304 1137 772 1171"><b>Level 3 (3 marks) Good response</b></p> <p data-bbox="304 1171 1238 1238">A clear explanation of why the statement may be biased supported with evidence from the statement. Identification of two reasons.</p> <p data-bbox="304 1274 863 1308"><b>Level 2 (2 marks) Reasonable response</b></p> <p data-bbox="304 1308 1267 1375">A basic or partial understanding/explanation of why the statement may be biased with some reference to the statement. Identification of one reason.</p> <p data-bbox="304 1411 783 1444"><b>Level 1 (1 mark) Limited response</b></p> <p data-bbox="304 1444 1305 1512">An identification of a reason to suggest bias but without explanation – simply asserted.</p> <p data-bbox="304 1547 547 1581"><b>Level 0 (0 marks)</b></p> <p data-bbox="304 1581 911 1615">No relevant response or creditworthy material.</p>	3

Question	Answer	Marks
3(d)	<p data-bbox="304 282 989 315"><b>Main Annotations</b> J     </p> <p data-bbox="304 349 539 383">Indicative content</p> <p data-bbox="304 421 1329 521">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="304 555 1043 589">Candidates may support their judgement by considering:</p> <p data-bbox="304 622 624 656"><b>Strength of reasoning:</b></p> <ul data-bbox="304 658 480 797" style="list-style-type: none"> <li>• logic</li> <li>• structure</li> <li>• balance</li> <li>• claims</li> </ul> <p data-bbox="304 831 638 864"><b>Authority and expertise</b></p> <ul data-bbox="304 866 549 900" style="list-style-type: none"> <li>• ability to know</li> </ul> <p data-bbox="304 934 544 967"><b>Use of language:</b></p> <ul data-bbox="304 969 995 1039" style="list-style-type: none"> <li>• tone – emotive, exaggerated, precise, measured</li> <li>• clarity</li> </ul> <p data-bbox="304 1072 448 1106"><b>Evidence:</b></p> <ul data-bbox="304 1108 1153 1357" style="list-style-type: none"> <li>• range of information and depth</li> <li>• relevance</li> <li>• sufficiency – sample</li> <li>• source – media; internet</li> <li>• date – how recent</li> <li>• different types of information – fact, opinion, value, anecdote</li> <li>• testimony – from experience and expert</li> </ul> <p data-bbox="304 1391 791 1424"><b>Sources of bias or vested interest:</b></p> <ul data-bbox="304 1426 584 1637" style="list-style-type: none"> <li>• local interest</li> <li>• personal interest</li> <li>• political</li> <li>• economic</li> <li>• personal values</li> <li>• experience</li> </ul> <p data-bbox="304 1671 1142 1704"><b>Likely consequences or implications of the ideas presented</b></p> <p data-bbox="304 1738 834 1771"><b>Acceptability of their values to others</b></p> <ul data-bbox="304 1774 1302 1843" style="list-style-type: none"> <li>• how likely other people are to agree with their perspective/view</li> <li>• the extent to which the views expressed are supported by the candidate</li> </ul> <p data-bbox="304 1877 1153 1910">The following levels of response should be used to award marks.</p>	15

Question	Answer	Marks
3(d)	<p><b>Level 5 (13–15 marks) Very good response</b> Clear, credible, structured and well supported points about which argument is more convincing. Coherent, structured evaluation of both arguments with clear comparison.</p> <p>The response contains three (or more) developed and explained evaluative points, and include some undeveloped points.</p> <p>A clear judgement is reached.</p> <p><b>Level 4 (10–12 marks) Good response</b> Clear, credible and supported points about which argument is more convincing. Evaluation of both arguments, with some 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.</p> <p>A judgment is reached.</p> <p><b>Level 3 (7–9 marks) Reasonable response</b> Reasonable points about which argument is more convincing with a little support from the statements. Some evaluation of both arguments, with an attempt at comparison, or evaluation of only one argument. 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.</p> <p>An attempt is made to give an overall judgement.</p> <p><b>Level 2 (4–6) Basic response</b> Basic points with little explanation about which argument is more convincing. There may be only one argument considered in any detail, with little attempt at comparison. Evaluative points may be implied and asserted, or simply describe aspects of the statements.</p> <p>The response contains two (or more) undeveloped points.</p> <p>A basic judgement may be reached.</p> <p><b>Level 1 (1–3 marks) Limited response</b> 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 or describe 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>	

Question	Answer	Marks
3(d)	<p><b>Level 0 (0 marks)</b> No relevant response or creditworthy material.</p> <p><i>Further Guidance – responses that consider only one statement/argument may achieve Level 3 but no higher.</i></p>	



Question	Answer	Marks
4	<p data-bbox="304 282 989 315"><b>Main Annotations</b> J     </p> <p data-bbox="304 349 539 383">Indicative content</p> <p data-bbox="304 421 1324 517">Candidates are expected to make a judgement about the recommended course of action, i.e. the best way to improve education for local people, using reasons and evidence to justify their choice.</p> <p data-bbox="304 555 1278 651">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="304 689 933 723">Candidates may consider some of the following:</p> <ul data-bbox="304 757 1305 1178" style="list-style-type: none"> <li>• Reference to scale of impact on education.</li> <li>• Reference to different consequences and implications for individuals/ groups.</li> <li>• How long it might take to make a difference.</li> <li>• Barriers to change.</li> <li>• The power of collective action, e.g. cooperation over educational issues.</li> <li>• The influence of individuals and groups on decision making.</li> <li>• The role of vested interests and power differences.</li> <li>• Potential conflicts of interest.</li> <li>• Difficulties in planning and coordinating improvements.</li> <li>• Cost and access to resources to implement change.</li> <li>• Other reasonable response.</li> </ul> <p data-bbox="304 1216 1150 1249">The following levels of response should be used to award marks.</p> <p data-bbox="304 1283 906 1317"><b>Level 5 (20–24 marks) Very good response</b></p> <p data-bbox="304 1317 1270 1413">Clear, well supported, credible and structured reasoning about the recommended course of action. Different arguments and perspectives are clearly considered.</p> <p data-bbox="304 1451 1241 1547">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 1585 1166 1619">The response is well structured and a clear judgement is reached.</p> <p data-bbox="304 1653 837 1686"><b>Level 4 (15–19 marks) Good response</b></p> <p data-bbox="304 1686 1289 1753">Clear, supported and credible reasoning about the recommended course of action. Different arguments and perspectives are considered.</p> <p data-bbox="304 1787 1326 1883">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 1921 1161 1955">The response is generally structured and a judgement is reached.</p>	24

Question	Answer	Marks
4	<p><b>Level 3 (10–14 marks) Reasonable response</b> Some supported, mainly credible reasoning about the recommended course of action. 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 partly structured but at times difficult to follow and an attempt is made to give an overall judgement.</p> <p><b>Level 2 (5–9 marks) Basic response</b> Basic reasoning, partly credible, about the recommended course of action. 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) and/or some undeveloped points.</p> <p>The response lacks structure and is difficult to follow though a basic judgement may be attempted.</p> <p><b>Level 1 (1–4 marks) Limited response</b> Limited and unsupported reasoning about the topic in general. Different arguments may be included. Mainly asserted and/or without credibility.</p> <p><b>Level 0 (0 marks)</b> No relevant response or creditworthy material.</p>	