

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the May/June 2015 series**

### **0457 GLOBAL PERSPECTIVES**

**0457/31**

Paper 3 (Written Paper), maximum raw mark 60

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2015 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level components and some Cambridge O Level components.

® IGCSE is the registered trademark of Cambridge International Examinations.

Page 2	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2015	0457	31

1 (a) Identify two species in danger of extinction from Source 1. [2]

**Target Assessment Objective:** interpreting information within sources

Candidates may identify the following species from Source 1:

- Siberian Tigers
- Jackass Penguin
- Polar Bears
- Bluefin Tuna
- Loggerhead Turtle
- Coral Tree
- Franklin's Bumblebee

1 mark for each correct answer, up to a maximum of two marks

*Further guidance*

- (a) *The only acceptable answers are located in Source 1. However candidates may use their own words.*
- (b) *Candidates must give the full name of the species from the table.*

1 (b) Explain which consequence of biodiversity loss you think is most important from Source 1. [4]

**Target Assessment Objective:** exploring current situation

Indicative Content

The following consequences of biodiversity loss may be identified from the source:

- Less food for humans
- Loss of future medicines and drugs
- Increased global warming
- Faster rate of animal and plant extinctions
- More expensive goods and services
- Loss of traditional jobs and ways of life
- More natural disasters e.g. floods and droughts

Candidates are likely to give the following reasons to justify their choice:

- Possible further consequences or effects
- Degree of impact/seriousness for individuals/countries/world
- How many people/groups/countries are affected
- Increasing cycle of decline
- How widespread the problem is
- How easy to solve
- Effects on natural world and human ways of life
- Other reasonable response

<b>Page 3</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – May/June 2015</b>	<b>0457</b>	<b>31</b>

*Further guidance - candidates may discuss 'consequences' from the Sources as listed above; the assessment is focussed upon their reasoning/justification.*

<b>Level of Response and Marks</b>	<b>Description of Level</b>
<b>Level 4: Strong Response 4 marks</b>	Clearly reasoned, credible and structured explanation; may compare different consequences; usually two (or more) developed arguments or a range of undeveloped reasons, clearly linked to the issue.
<b>Level 3: Reasonable Response 3 marks</b>	Some reasoned explanation of why one consequence is most significant; usually one (or more) developed argument(s) suggested with some link to the issue, but may be implicit at times; or several undeveloped reasons.
<b>Level 2: Basic Response 2 marks</b>	Identifies a consequence as significant but argument is weak or not linked to the issue explicitly.
<b>Level 1: Limited Response 1 mark</b>	Simple identification of a consequence but no attempt to justify or the reasoning is not related to the issue.
<b>0 marks</b>	No relevant response or creditworthy material.

**1 (c) Explain why biodiversity loss is an important global issue.**

**[6]**

**Target Assessment Objective:** exploring current situation/possible consequences

Indicative Content

Candidates are likely to discuss the following reasons drawing upon the information in Sources 1 and 2:

- The benefits/consequences of biodiversity for the environment
- The benefits/consequences of biodiversity for individuals, countries and the world
- The benefits/consequences of biodiversity for human welfare – food, medicines etc
- Issues of value and beliefs about the environment and the role of humans
- Animal rights
- Morality – issues of right and wrong from different cultures
- In response to government, United Nations and other NGO aims and goals for the environment and biodiversity
- Other reasonable responses

The following levels of response should be used to award marks.

<b>Page 4</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – May/June 2015</b>	<b>0457</b>	<b>31</b>

<b>Levels and Marks</b>	<b>Description of Level</b>
<b>Level 3: Strong Response</b>  5–6	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 global dimension is explicit.
<b>Level 2: Reasonable Response</b>  3–4	Some reasoned explanation of importance; 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 global dimension is mainly implicit.
<b>Level 1: Basic Response</b>  1–2	Basic reasoning and explanation; the response is likely to contain simple, undeveloped and asserted explanation, with only 1/2 undeveloped points. Arguments are partial, generalised and lack clarity. The global dimension may not be apparent.  Lower in the band the arguments are likely to be very generalised, lack relevance to the issue and/or simply recycle/copy material from the Sources without any explanation or development.
<b>0</b>	No relevant or creditworthy material

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2015	0457	31

- 2 (a) 'All countries need to work together to protect biodiversity and the natural environment.'

How well does the writer support this statement? You should consider the strengths and weaknesses of the Source material. [6]

**Target Assessment Objective:** analysis and evaluation of source material

Indicative Content

Candidates are likely to discuss the following evaluative points:

- Strengths
  - some factual evidence is used
  - several different types of evidence are used – opinion, fact, statistics, values
  - the evidence is generally relevant
  - the evidence is related clearly and explicitly to the argument
  - the evidence is used forcefully in a strongly worded argument
  - other reasonable response
- Weaknesses
  - research evidence is partially cited – the source and authorship are not clear
  - level of expertise of the author is not clear – may have poor knowledge claims
  - method of research is alleged/unclear
  - there is only a little clear, specific statistical/numerical evidence
  - the evidence is not easy to verify/check from the information provided
  - too much reliance on opinion
  - evidence may be out of date
  - personal testimony/anecdote/values may not apply to other places/countries etc
  - other reasonable responses

*Further guidance*

*The candidate does not need to discuss both strengths and weaknesses to reach Level 3.*

The following levels of response should be used to award marks:

Level and Marks	Description of Level
<b>L3: Strong Response</b>  5–6	Clearly reasoned, credible and structured evaluation; usually two (or more) developed points clearly linked to the issue, usually with some other undeveloped points; or a range (three or more) of undeveloped points.  Evaluation is clearly focussed on the evidence, its strengths and/or weaknesses, and the way it is used to support the claim.  A clear overall assessment is likely to be attempted.

<b>L2: Reasonable Response</b> 3–4	Reasonable evaluation mainly focussed on the 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), usually with some other undeveloped points. Some (two or more) undeveloped points may be sufficient.  An overall assessment may be attempted.
<b>L1: Limited Response</b> 1–2	Limited evaluation which is often unsupported and asserted. The response lacks clarity, is partial and generalised. It is likely to contain one undeveloped point only. Answers at this level may repeat source material with little understanding.
<b>0</b>	No relevant or creditworthy material

2 (b) 'Most people do not care about loss of biodiversity.'

**Explain how you could you test this claim. You should consider the types of information, sources of evidence and methods you might use.**

[6]

**Target Assessment Objective:** formulating a line of enquiry, looking at what we need to know, how to find out, how useful the information will be to make a decision.

- Possible Types of Information
  - compare statistics/information on public opinion about biodiversity – for individual countries and globally
  - interview or questionnaire data
  - expert testimony
  - material from international NGOs and environmental pressure groups
  - other relevant response
- Possible Sources of Information
  - national and local governments and their departments
  - international organizations e.g. United Nations; UNESCO
  - environmental experts
  - research reports
  - pressure groups, charities and non-government organizations
  - media and worldwide web
  - other relevant response
- Possible Methods
  - review of secondary sources/literature/research/documents
  - interviews
  - interview relevant experts
  - internet search
  - questionnaires
  - surveys
  - other relevant response

The following levels of response should be used to award marks:

Level and Marks	Description of Level
<b>Level 3: Strong Response</b>  5–6	Clearly reasoned, credible and structured explanation of ways to test the claim. The response is likely to contain two (or more) developed points, and may contain some undeveloped points.  The response is clearly and explicitly related to testing the claim.
<b>Level 2: Reasonable Response</b>  3–4	Reasoned and mainly credible explanation of ways to test the claim. The response is likely to contain one (or more) developed point(s), and/or a range of undeveloped points.  The response is implicitly related to testing the claim.
<b>Level 1: Basic Response</b>  1–2	Basic explanation of ways to test the claim. The response is likely to contain one or two simple, undeveloped and asserted points.  There is little relevance in the response to testing the claim – the methods, sources and types of information are generally not appropriate for the claim being tested.
0	No relevant or creditworthy material

**3 (a) Identify one prediction from Source 4. Explain why you think it is a prediction. [3]**

**Target Assessment Objective:** identify fact, opinion, prediction, value judgement; develop a line of reasoning to explain a value judgement

Indicative Content

A prediction is generally defined as a statement suggesting something which is likely to happen in the future.

The following example of a prediction may be found in Source 4:

- A third of the world's corals could soon be lost
- Loss of coral reefs will cause coastal floods and/or loss of marine habitat
- New technology and research into these problems will help us
- Genetic engineering will help us to grow food in the future

**Level 3: Strong Response [3]**

The response demonstrates clear understanding of the nature of predictions and applies this accurately to a correct example identified from the Source.

**Level 2: Reasonable Response [2]**

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2015	0457	31

The response demonstrates some understanding of the nature of predictions and attempts to apply this to a correct example identified from the Source. The explanation lacks some clarity and accuracy.

**Level 1: Basic Response** [1]

The candidate identifies one predictions from the Source correctly but does not explain the reason; the response demonstrates very little or no understanding of the nature of predictions.

No relevant response or creditworthy material. [0]

*Further guidance*

*If the example is incorrect the candidate must score 0 even if the reasoning suggests some understanding of the nature of predictions.*

**3 (b) Identify one value judgement from Source 4. Explain why you think it is a value judgement.** [3]

**Target Assessment Objective:** identify fact, opinion, prediction, value judgement; develop a line of reasoning to explain a value judgement

Indicative Content

A value judgement is a view or belief about what is important

The following examples of value judgements may be found in Source 4:

- Our environment is very important
- Our environment should be protected (could be joint or awarded as separate points)
- Humans are right to use the earth's resources for their benefit

**Level 3: Strong Response** [3]

The response demonstrates clear understanding of the nature of value judgements and applies this accurately to a correct example identified from the Source.

**Level 2: Reasonable Response** [2]

The response demonstrates some understanding of the nature of value judgements and attempts to apply this to a correct example identified from the Source. The explanation lacks some clarity and accuracy.

**Level 1: Basic Response** [1]

The candidate identifies one value judgement from the Source correctly but does not explain the reason; the response demonstrates very little or no understanding of the nature of value judgements.

No relevant response or creditworthy material. [0]



<b>Page 9</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – May/June 2015</b>	<b>0457</b>	<b>31</b>

*Further guidance*

*If the example is incorrect the candidate must score 0 even if the reasoning suggests some understanding of the nature of value judgements.*

**3 (c) In this discussion, whose reasoning works better, Professor Fleur’s or Marcel’s?**

**In your answer you should support your point of view with their words and phrases and you may consider:**

- **the strength of their knowledge claims;**
- **how reasonable their opinions are;**
- **whether you accept their values and why;**
- **the reliability and validity of their evidence;**
- **other relevant issues.**

**[12]**

**Target Assessment Objective:** evaluation of sources, evidence and perspectives

Indicative Content

Candidates are expected to evaluate the reasoning in the two statements and compare their effectiveness. They should make a supported judgement with some explanation about which person has the most effective reasoning.

Candidates may consider the following types of issue:

- quality of the argument
  - clarity
  - tone – emotive; exaggerated; precise
  - language
  - balance
- quality of the evidence
  - relevance
  - sufficiency – sample
  - source – media; radio
  - date – how recent
  - factual, opinion, value, anecdote
  - testimony – from experience and expert
- knowledge claims
- ability to see
- sources of bias
  - gender
  - political
  - personal values
  - experience
- likelihood of solutions working and consequences of their ideas
- acceptability of their values to others
  - how likely other people are to agree with their perspective/view

<b>Page 10</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – May/June 2015</b>	<b>0457</b>	<b>31</b>

The following levels of response should be used to award marks:

<b>Level and Marks</b>	<b>Description of Level</b>
<b>L5: Very Good Response</b>  <b>11–12</b>	<p>Clear, credible and well supported points about which reasoning works better. Coherent, structured evaluation of both arguments with clear comparison.</p> <p>The response is likely to contain three (or more) developed evaluative points, and may include some undeveloped points.</p> <p>A clear judgement is reached.</p>
<b>L4: Strong Response</b>  <b>8–10</b>	<p>Clear, supported points about which reasoning works better. Evaluation of how well the reasoning works for both arguments with comparison. The response is likely to contain two (or more) developed evaluative points and may include some undeveloped points.</p> <p>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 judgement is reached.</p>
<b>L3: Reasonable Response</b>  <b>5–7</b>	<p>Reasonable points about which reasoning works better. Some evaluation of how well the reasoning works for both arguments with an attempt at comparison. Judgements and evaluative points are likely to be partially supported or asserted.</p> <p>One (or more) developed evaluative point(s), possibly with some undeveloped points; a range (three or more) of 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>
<b>L2: Basic Response</b>  <b>3–4</b>	<p>Basic points about which reasoning works better. There may be only one argument considered in any detail, with little attempt at comparison. Judgements and evaluative points are likely to be partially supported and lack clarity/relevance at times.</p> <p>The response is likely to contain two (or more) undeveloped points.</p> <p>A basic judgement may be reached.</p>
<b>L1: Limited Response</b>  <b>1–2</b>	<p>Limited and unsupported points about which reasoning works better. The response is likely to consider 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>
<b>0</b>	No relevant or creditworthy material

Page 11	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – May/June 2015	0457	31

4 The United Nations is considering four ways to increase global biodiversity:

- developing an internet and social media campaign to raise public awareness
- funding scientific research into biodiversity loss
- producing resources for schools to educate children about biodiversity loss
- increasing the amount of land that is protected to preserve species

Explain which of these ways you think is most likely to improve biodiversity.

In your answer you should:

- state your conclusion;
- give reasons for your opinion;
- use the material in the Sources and your own experience and evidence;
- show that you have considered different perspectives.

[18]

**Target Assessment Objective:** evaluate sources, claims and the effectiveness of arguments; develop a line of reasoning to support a judgement.

Indicative Content

Candidates are expected to argue using reasons and evidence to justify their opinion and judgement about the issue i.e. to compare and assess the effectiveness of different forms of action to help increase biodiversity.

Candidates are expected to use and develop the material found in the Sources, but should go beyond simply repeating or recycling without adaptation. Other material may be introduced but it is not necessary to gain full marks.

Candidates are likely to consider the following arguments:

- reference to scale of impact on individual/group/governmental behaviour/actions
- how long it takes to make a difference
- the effects of cultural differences and beliefs
- barriers to change
- the power of collective action
- the difficulties of changing individual behaviour
- the influence of individuals and groups acting locally
- the role of vested interests and power differences
- potential conflict
- difficulties in coordinating globally and across different countries with independence
- cost and access to resources to implement change
- governmental responses and action
- other reasonable response

*Further guidance*

*The second set of bullet points are to guide candidates and do not have to be specifically addressed to gain full marks.*

The following levels of response should be used to award marks:

<b>Page 12</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – May/June 2015</b>	<b>0457</b>	<b>31</b>

<b>Level and Marks</b>	<b>Description of Level</b>
<b>L5: Very Good Response</b>  <b>16–18</b>	<p>Clear, well supported and structured reasoning about the recommended course of action. Different arguments and perspectives are clearly considered.</p> <p>The response is likely to contain a range of clearly reasoned points and/or evidence to support the views expressed, with three (or more) developed points, and some undeveloped points.</p> <p>A clear judgement is reached.</p>
<b>L4: Strong Response</b>  <b>12–15</b>	<p>Clear, supported reasoning with some structure about the recommended course of action. Different arguments and perspectives are considered.</p> <p>The response is likely to contain some reasoned points and/or evidence to support the views expressed, with two (or more) developed points, and some undeveloped points.</p> <p>A judgement is reached.</p>
<b>L3: Reasonable Response</b>  <b>8–11</b>	<p>Some supported reasoning about the recommended course of action. Different arguments and perspectives are included.</p> <p>The response is likely to contain points and/or evidence to support the views expressed, with one (or more) developed point(s), and some undeveloped points.</p> <p>An attempt is made to give an overall judgement.</p>
<b>L2: Basic Response</b>  <b>4–7</b>	<p>Basic reasoning about the recommended course of action. Different arguments are included; perspectives, if present, are unclear.</p> <p>The response is likely to rely on assertion rather than evidence and contain some undeveloped points.</p> <p>A basic judgement may be attempted.</p>
<b>L1: Limited Response</b>  <b>1–3</b>	<p>Limited and unsupported reasoning about the issue in general. Different arguments may be included.</p>
<b>0</b>	No relevant or creditworthy material