

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

## **MARK SCHEME for the October/November 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 October/November 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.

<b>Page 2</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – October/November 2015</b>	<b>0457</b>	<b>31</b>

1 (a) Identify two ways that the ocean affects the lives of individuals from Source 1. [2]

Indicative Content

Candidates may identify two of the following aspects from Source 1:

- emotions
- leisure
- livelihood
- food
- climate
- if it rains
- absorbs CO<sub>2</sub>
- other reasonable response

1 mark for each correct answer

*Further guidance – note that candidates may use their own words to describe affects from the source material. They should give two different answers from Source 1.*

Page 3	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0457	31

(b) Which one of these ways that the ocean affects individuals is the most important and why? [3]

Indicative Content

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

- Possible consequence(s) or effects
- Degree of impact/seriousness for individuals/countries/world
- Possible benefit(s)
- Other reasonable response

*Further guidance – candidates should explain the importance of one of the ways identified in 1 a).*

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

Clearly reasoned, credible and structured explanation of why one way is more important than another; may compare with one or more other ways; usually one (or more) developed arguments or a range of undeveloped points, clearly linked to the importance of their chosen way.

*E.g. Climate is the most important. We might be able to find other sources of food and places for recreation, but climate change causes rising sea levels, melting ice caps and ocean acidification, which are endangering the planet. Even small temperature increases can significantly increase the frequency and severity of extreme weather events, such as hurricanes or high-precipitation rainstorms which will affect all our lives.*

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

Some reasoned explanation of why one way is important; usually one (or more) developed argument suggested with some link to the importance of their chosen way, but may be implicit at times; or several undeveloped points about their chosen way.

*E.g. Climate as it is changing and the sea levels are rising and the ice caps are melting which means there will be more flooding.*

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

Simple identification of a way but little attempt to justify or the reasoning is not related to the issue.

*E.g. Climate as climate change will happen.*

**No relevant response or creditworthy material** [0]

Page 4	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0457	31

(c) From Source 1, explain one way in which the actions of individuals affect ocean life. [4]

Indicative content

Candidates may identify the following aspects from Source 1. Award one mark for each:

- killing ecosystems
- (over) fishing
- oil, gas and mining
- affecting climate change
- pollution
- tourism
- other reasonable response

*Further guidance – note that candidates may use their own words to describe an affect from the source material.*

Candidates are likely to give the following type of reasons to explain their choice:

- Possible consequence(s)
- Degree of impact for individual/groups
- Possible disadvantage(s)
- Other reasonable response

**Level 4: Strong Response** [4]

Identification of a way and clearly reasoned, credible and structured explanation of why the chosen way is important; may compare different ways; usually one (or more) developed arguments clearly linked to the issue; or a range of undeveloped reasons. Holistic understanding of the interrelationship between factors.

*E.g. Tourism is one way that people affect the oceans because by going boating, diving, snorkeling, and fishing we can damage coral reefs in many parts of the world, through touching reefs, stirring up sediment, and dropping anchors. Marine animals are also disturbed by increased numbers of boats, and by people approaching too closely. Tourism can also add to the consumption of seafood in an area, putting pressure on local fish populations and sometimes contributing to overfishing which further depletes fish stocks.*

**Level 3: Reasonable Response** [3]

Identification of a way and some reasoned explanation of why their choice is important; usually one (or more) developed argument suggested with some link to the consequences, but may be implicit at times; or several undeveloped reasons.

*E.g. Tourism adds to the consumption of seafood in an area, putting pressure on local fish populations and sometimes contributing to overfishing.*

**Level 2: Basic Response** [2]

Identifies a way with a little attempt to justify but argument is weak or not linked to the issue explicitly.

*E.g. Tourism as a lot of people go to the coast for their holidays*

**Level 1: Limited Response** [1]

Simple identification a way with no attempt to justify or the reasoning is not related to the issue.

**No relevant response or creditworthy material** [0]

Page 5	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0457	31

- (d) Explain one possible course of action an individual might take to reduce the effect they have on ocean life. [3]

Indicative content

- Reduce use of plastic/use reusable shopping bags, water bottles and utensils
- Make informed (sea) food choices
- Never pour chemicals, oil, or paint etc. into the drains or toilets
- Choose green (detergents, household cleaners etc.)
- Ask what happens to sewage and swimming pool water, and if they source their restaurant fish from sustainable sources before staying in coastal hotels
- Other reasonable response

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

Clearly reasoned, credible and structured explanation for their course of action; may compare; usually one (or more) developed arguments.

*E.g. A course of action would be to make more informed food choices. Buying local, organic food reduces your carbon footprint as it doesn't have to travel so far like some food. It also supports the local economy and reduces the amount of pesticides and fertilisers that end up in rivers and in oceans causing damage to plants and animals.*

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

Some reasoned explanation for their course of action; usually one (or more) developed argument suggested with some link to the issue, but may be implicit at times; or several undeveloped reasons.

*E.g. To make more informed food choices. If you buy organic, you know that pesticides which might end up in rivers and the ocean are not being used.*

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

Simple identification of a reason for their course of action but little attempt to justify or the reasoning is not related to/only vaguely related to the issue.

*E.g. Not to eat seafood so that we don't run out in the future.*

**No relevant response or creditworthy material** [0]

Page 6	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0457	31

2 (a) 'Reducing the threat to the oceans is a priority for all countries.'

Explain how you could test this claim. You should consider the types of information, sources of evidence and methods you might use. [6]

Indicative Content

Types of Information

- compare statistics/information on different uses of the ocean – for individual countries and globally
- compare statistics/information on actions taken by countries individually and globally
- expert testimony
- other relevant response

Sources of Information

- national and local governments and their departments
- international organizations e.g. United Nations; UNESCO
- research reports
- pressure groups, charities and non government organizations
- media and worldwide web
- other relevant response

Methods

- review of secondary sources/literature/research/documents
- interview relevant experts
- internet search
- other relevant response

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

**Level 3: Strong Response**

[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.

**Level 2: Reasonable Response**

[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.

**Level 1: Basic Response**

[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.

Page 7	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0457	31

(b) You want to organise a ‘fish camp’ for your community.

Give one piece of information you might need to find out to help you organise your fish camp. Explain how this information will help you. [6]

Indicative content of the piece of information

- What type of support is given (funding etc.)?
- Whether they support fish camps in my local area
- The type of activities organized
- How long fish camps generally last
- When fish camps generally take place

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

**Level 3: Strong Response** [5–6]

Relevant information and clearly reasoned, credible and structured explanation of how the information needed will help; usually two (or more) developed arguments clearly linked to the issue; or a wide range (four or more) of undeveloped reasons.

**Level 2: Reasonable Response** [3–4]

Relevant information and some reasoned explanation of how the given information needed will help; usually one (or more) developed argument with some link to the issue, but may be implicit at times; or a range (three or more) of undeveloped reasons.

**Level 1: Basic Response** [1–2]

Some relevant information and basic reasoning and explanation; the response is likely to contain simple, undeveloped and asserted explanation, with one or two undeveloped points. Arguments are partial, generalised and lack clarity.

Lower in the band the arguments are likely to be generalised, lack relevance to the issue and/or simply recycle/copy material from the Sources without any explanation or development.

**No relevant response or creditworthy material** [0]

Page 8	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0457	31

3 (a) How likely is it that “over-fishing will destroy the oceans by 2050”? Explain your answer. [3]

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

Considered, thoughtful response which clearly demonstrates exaggeration and bias of the statement and gives clear explanation.

*E.g. ‘This is probably an exaggeration. The author gives no evidence. It might also be that it’s not just over-fishing that will kill the oceans but over factors such as global warming or pollution. The statement is exaggerated and biased as it is in an advertisement warning about the threats to the oceans so chances are the consequence unlikely.’*

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

Response demonstrates some understanding of the statement being an exaggeration and biased with some explanation.

*E.g. ‘The consequence is unlikely as the statement is exaggerated and biased as it’s an advertisement warning about the threats to the oceans.’*

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

Response demonstrates little explanation of whether the statement is exaggerated or biased but one or other or both are identified to make the consequence unlikely.

*E.g. ‘It’s unlikely as the statement is biased.’*

**No relevant response or creditworthy material** [0]



Page 9	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0457	31

**(b) Identify one fact from Source 2 and explain why you think it is a fact. [3]**

Indicative Content

A fact is something which can be checked or proved; something that is true and which can be verified from experience and observation; a piece of information.

The following examples of facts may be found in Source 2:

- over 90 percent of people in Hawaii regularly eat seafood
- the Fist Trust provides support to fish camps
- Hawaii's coral reefs are valued at \$10 billion
- with ocean-dependent businesses generating \$4.8 billion annually
- waters are also threatened by coastal development, pollution, and destructive fishing
- other reasonable response

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

The response demonstrates clear understanding of the nature of facts 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 facts 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 fact from the Source correctly but does not explain why this is a fact; the response demonstrates very little or no understanding of the nature of value statements.

**No relevant response or creditworthy material [0]**

Page 10	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0457	31

- (c) How well does the reasoning in Source 2 work to persuade us that fish camps will help to reduce the threats to the oceans?

In your answer you should support your point of view with words and phrases from the text and you may consider:

- the strength of the knowledge claims;
- the reliability and validity of any evidence;
- how logical the reasoning is;
- other relevant issues.

[12]

Indicative Content

Candidates are expected to evaluate how well the reasoning in the article works to persuade us that fish camps are a possible course of action necessary to reduce the threats to the oceans. They should make a supported judgement with some explanation about how effective the reasoning is.

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
- sources
- factual, opinion, value, anecdote
- testimony – from experience and expert

Knowledge claims

Sources of bias

- gender
- political
- personal values
- experience

Acceptability of their values to others

- how likely other people are to agree with their perspective/view

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

**Level 5: Very Good Response**

[11–12]

Clear, credible and well supported points about the reasoning in the source. Coherent, structured evaluation of the argument.

The response is likely to contain three (or more) developed evaluative points, and may include some undeveloped points.

<b>Page 11</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – October/November 2015</b>	<b>0457</b>	<b>31</b>

**Level 4: Strong Response**

**[8–10]**

Clear, supported points about how well the reasoning works in the source. Evaluation of how well the reasoning works in the argument.

The response is likely to contain 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.

**Level 3: Reasonable Response**

**[5–7]**

Reasonable points about how well the reasoning works in the source. Some evaluation of how well the reasoning works in the argument. Judgements and evaluative points are likely to be partially supported or asserted.

One (or more) developed evaluative point(s), possibly with some undeveloped points; a range (3 or more) of undeveloped points may be sufficient to enter this band at the lower level.

**Level 2: Basic Response**

**[3–4]**

Basic points about how well the reasoning works in the source. Judgements and evaluative points are likely to be partially supported and lack clarity/relevance at times.

The response is likely to contain two (or more) undeveloped points.

**Level 1: Limited Response**

**[1–2]**

Limited and unsupported points about how well the reasoning works in the source. The response is likely to consider the argument only 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 argument presented.

The response may not contain any clear evaluative points.

**No relevant response or creditworthy material**

**[0]**

Page 12	Mark Scheme	Syllabus	Paper
	Cambridge IGCSE – October/November 2015	0457	31

4 Do you think the threat to the oceans is most likely to be reduced by global, local or individual action?

In your answer you should:

- give reasons for your opinion;
- use relevant examples to support your opinion (you may use your own experience);
- show that you have considered different perspectives;
- explain why you disagree with some of these perspectives. [18]

Indicative Content

Candidates are expected to explore and reflect on different perspectives to help them decide which action is most likely to help reduce the threat to the oceans. They should consider global, local and personal perspectives. Candidates should explore how the threat to the oceans can be reduced at different levels. 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.

The arguments used to consider different levels of response are likely to include:

- the effects of individuals/groups
- the effects of cultural differences and beliefs
- the power of collective action
- the difficulties of changing individual/collective behaviour
- the influence of individuals and groups
- the role of vested interests
- potential conflict
- local, national, and global responses and action
- other reasonable responses

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

**Level 5: Very Good Response** [16–18]

Clear, well supported and structured reasoning about the issue. Different arguments and perspectives are clearly considered.

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.

A clear judgement is reached.

**Level 4: Strong Response** [12–15]

Clear, supported reasoning with some structure about the issue. Different arguments and perspectives are considered.

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.

A judgement is reached.

<b>Page 13</b>	<b>Mark Scheme</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>Cambridge IGCSE – October/November 2015</b>	<b>0457</b>	<b>31</b>

**Level 3: Reasonable Response**

**[8–11]**

Some supported reasoning about the issue. Different arguments and perspectives are included.

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.

An attempt is made to give an overall judgement.

**Level 2: Basic Response**

**[4–7]**

Basic reasoning about the issue. Different arguments are included; perspectives, if present, are unclear.

The response is likely to rely on assertion rather than evidence but contains one (or more) developed point(s) or some undeveloped points.

A basic judgement may be attempted.

**Level 1: Limited Response**

**[1–3]**

Limited and unsupported reasoning about the issue in general. Different arguments may be included.

**No relevant response or creditworthy material**

**[0]**