



**Cambridge International Examinations**  
Cambridge International General Certificate of Secondary Education

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**GLOBAL PERSPECTIVES**

**0457/33**

Paper 3 Written Paper

**October/November 2016**

MARK SCHEME

Maximum Mark: 60

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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.

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- 1 (a) (i) Identify the trend in the use of mobile phones from Source 1. [1]
- (ii) Identify one reason for this trend from Source 1. [1]

Candidates should identify the following from Source 1:

Trend – the number of mobile technology/phone users is increasing

Reason – lower broadband/internet price/cheaper phones/more competition – *accept any of these*

1 mark for the trend and 1 mark for a reason from the source materials

*Further guidance - note that the only acceptable answers are located in Source 1. Candidates may use their own words.*

- (b) From Source 2, explain which one of the advantages of mobile technology you think is the most important. [4]

Indicative Content

The following advantages of mobile technology may be identified from the source:

- Connecting with others
- Accessing information
- Providing entertainment
- Improving organisation
- Saving money

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

- Possible further advantages
- Degree of impact/seriousness for individuals
- Increasing cycle of improvement
- How beneficial
- Other reasonable response

*Further guidance – candidates should discuss benefits from the Source as listed above in the Mark Scheme; the majority of marks is for the 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 of which advantage is the most important; may compare different advantages; usually two (or more) developed arguments clearly linked to the issue; or a range of undeveloped reasons.
<b>Level 3: Reasonable Response 3 marks</b>	Some reasoned explanation of which advantage is the most important; usually at least 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 advantage but argument is weak or not linked to the issue explicitly.
<b>Level 1: Limited Response 1 mark</b>	Simple identification of an advantage but no attempt to justify or the reasoning is not related to the issue.
<b>0 marks</b>	No relevant response or creditworthy material.

- (c) Do you think that the widespread use of mobile technology by young people is an important global issue. Explain your answer. [6]

Indicative Content

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

- The consequences of the widespread use of mobile phones
- The benefits of more young people having mobile phones
- The consequences of more young people having mobile phones
- The benefits/disadvantages of mobile phones for individuals, countries and the world
- Issues of value and beliefs about technology/mobile phones
- Other reasonable responses

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

<b>Levels and Marks</b>	<b>Description of Level</b>
<b>Level 3: Strong Response</b>  <b>5-6</b>	<p>Clearly reasoned, credible and structured explanation of importance; usually two (or more) developed arguments clearly linked to the issue; or a wide range of undeveloped reasons.</p> <p>Lower in the band a greater proportion of arguments will be left undeveloped.</p>
<b>Level 2: Reasonable Response</b>  <b>3-4</b>	<p>Some reasoned explanation of importance; usually at least one (or more) developed argument(s) with some link to the issue, but may be implicit at times; or several undeveloped reasons.</p> <p>Lower in the band arguments may begin to lack clarity, and/or be partial and generalised. A tendency to assert may be apparent.</p>
<b>Level 1: Basic Response</b>  <b>1-2</b>	<p>Basic reasoning and explanation; the response is likely to contain simple, undeveloped and asserted explanation, with only one undeveloped point. Arguments are partial, generalised and lack clarity. The global dimension is not apparent.</p> <p>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.</p>
<b>0</b>	No relevant or creditworthy material

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2 (a) 'People without access to digital technology have a lower standard of living.'

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

- Indicative Content
- Possible Types of Information
  - compare statistics/information on schools/learning
  - interview or questionnaire data
  - expert testimony
  - case studies
  - other relevant response
- Possible Sources of Information
  - national and local governments and their departments
  - international organizations e.g. United Nations; UNESCO
  - 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:

<b>Level and Marks</b>	<b>Description of Level</b>
<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.
<b>0</b>	No relevant or creditworthy material

**(b) How could you persuade people to work towards closing the digital divide?**

**In your response, you must consider:**

- **who you need to persuade and why;**
- **what you need to tell them;**
- **the method(s) you would use.**

**[6]**

Indicative Content

- People you would need to persuade; businesses, parents, young people, local council, government(s), etc.
- These people have the power to do something about the situation.
- Reasons for the need.
- Advertising, interviews, posters, campaign, etc.

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

<b>Level and Marks</b>	<b>Description of Level</b>
<b>Level 3: Strong Response</b>  5–6	Clearly reasoned, credible and structured explanation of how you could persuade people; usually four (or more) undeveloped points. The response is clearly and explicitly related to the issue.
<b>Level 2: Reasonable Response</b>  3–4	Some reasoned explanation; usually one (or more) developed points; or three (or more) undeveloped points. The relevance to the issue is apparent but may be implicit at times.
<b>Level 1: Basic Response</b>  1–2	Basic reasoning and explanation. The response is likely to contain simple, undeveloped and asserted suggestions, with one (or more) undeveloped point(s) only. Arguments, generalised, and lack clarity. There is little relevance to the issue.  Lower in the band the points are likely to be very generalised, lack relevance to the issue and/or simply recycle/copy material from the Source material without any explanation or development.
<b>0</b>	No relevant or creditworthy material

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

Indicative Content

A value judgement is generally defined as a view or belief about what is important/ethical/moral/right or wrong – *accept all terms*

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

- It is right for there to be equal access for all
- It is important to teach everyone how to use the internet

Level and Marks	Description of Level
<b>Level 3: Strong Response</b>  3 marks	The response demonstrates clear understanding of the nature of value judgements and applies this accurately to a correct example identified from the Source.
<b>Level 2: Reasonable Response</b>  2 marks	The response demonstrates some understanding of value judgements and attempts to apply this to a correct example identified from the Source. The explanation lacks some clarity and accuracy.
<b>Level 1: Basic Response</b>  1 marks	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.
<b>0 marks</b>	No relevant response or creditworthy material.

(b) 'By 2020, mobile phones will be the main internet device.'

Is this an opinion, a prediction or both? Explain your answer. [3]

Indicative Content

It's a prediction as it's happening in the future, but it could also be an opinion as it is something that someone believes/thinks/is not verifiable – *accept all three possibilities*.

*Award 1 mark for the identification (prediction, or opinion, or both) and the additional 2 marks for the quality of the explanation, as per the Levels that follow.*



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<b>Level and Marks</b>	<b>Description of Level</b>
<b>Level 3: Strong Response</b>  <b>3 marks</b>	The response demonstrates clear understanding of the nature of this part(s) of an argument.
<b>Level 2: Reasonable Response</b>  <b>2 marks</b>	The response demonstrates some understanding of the nature of this part(s) of an argument. The explanation lacks some clarity and accuracy.
<b>Level 1: Basic Response</b>  <b>1 marks</b>	The candidate identifies the part(s) of the argument but does not explain the nature of the part(s); the response demonstrates very little or no understanding.
<b>0 marks</b>	No relevant response or creditworthy material.

**(c) In this interview, whose reasoning works better, Maria’s or Marc’s?**

**In your answer you should support your point of view with words and phrases from the text 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]**

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

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- 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

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>  11–12	<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>  8–10	<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>  5–7	<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>  3–4	<p>Basic points about which reasoning works better. There may be only one argument considered briefly, 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>	<p>Limited and unsupported points about which reasoning works better. The response is likely to consider the arguments briefly and/or</p>

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<b>Level and Marks</b>	<b>Description of Level</b>
<b>1–2</b>	tangentially. There is little clarity. Answers at this level may repeat source material with little understanding or simply agree/disagree with the arguments presented.
<b>0</b>	No relevant or creditworthy material

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#### 4 Study Sources 1–4

**Do you think closing the digital divide should be a priority for all governments? 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]**

#### Indicative Content

Candidates are expected to argue using reasons and evidence to justify their opinion and judgement about the issue.

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

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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>16–18</b>	<p>Clear, well supported and structured reasoning about the issue. 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 usually four (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 issue. 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 usually three (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 issue. Different arguments and perspectives are included.</p> <p>The response is likely to contain points and/or evidence to support the views expressed, with usually two (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 issue. Different arguments are included; perspectives, if present, are unclear.</p> <p>The response is likely to rely on assertion rather than evidence but contains usually one (or more) developed point(s) or a range of 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