

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

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

**0457 GLOBAL PERSPECTIVES**

**0457/33**

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.

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- 1 (a) Identify two reasons from Source 1 to explain why people are attracted to living in cities. [2]

Candidates may identify the following species from Source 1:

- find work and employment
- seek a new life
- look for better housing
- look for better living conditions
- new opportunities for education
- new opportunities for entertainment
- images of skyscrapers
- exciting new environments

1 mark for each correct answer, up to a maximum of 2 marks

*Further guidance*

(a) *The only acceptable answers are located in Source 1. However candidates may use their own words.*

(b) *“new opportunities” alone (without education or entertainment) should not be credited.*

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- (b) Explain which one of the problems caused by the rapid growth of cities you think is the most serious from Source 1. [4]

Indicative Content

The following problems may be identified from the source although other problems may be given from elsewhere:

- more expensive
- facilities and resources not available
- lack of housing
- poor sanitation
- unclean water
- few jobs
- poverty
- not enough schools
- pollution from cars
- crime
- political unrest
- creates slum areas/shanty towns

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 poverty/difficulties
- how widespread the problem is
- how easy to solve
- effects on environment and human ways of life e.g. pollution
- impact on tourism and reputation
- other reasonable response

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

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<b>Level of Response and Marks</b>	<b>Description of Level</b>
<b>L4: Strong Response 4 marks</b>	Clearly reasoned, credible and structured explanation of a problem; usually two (or more) developed arguments or a range of undeveloped reasons, clearly linked to the problem.
<b>L3: Reasonable Response 3 marks</b>	Some reasoned explanation of why one problem is the most important; usually one (or more) developed argument(s) suggested with some link to the problem, but may be implicit at times; or several undeveloped reasons.
<b>L2: Basic Response 2 marks</b>	Identifies a problem as significant but explanation is weak or not linked to the problem explicitly.
<b>L1: Limited Response 1 mark</b>	Simple identification of a problem but no relevant justification.
<b>0 marks</b>	No relevant response or creditworthy material.

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(c) Explain why the rapid growth of cities is an important national issue. [6]

Indicative Content

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

- the need to improve living conditions
- the need to get more resources and finance to solve problems
- the difficulties in planning and responding to need
- effect on reputation and tourism
- the benefits/consequences of rapid growth of city populations in general
- the benefits/consequences for individuals, countries and the world
- the benefits/consequences for human welfare – health, quality of life issues etc.
- issues of value and beliefs about the environment and city life
- in response to government, united nations and other NGO aims and goals for development
- other reasonable responses

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

Levels and Marks	Description of Level
<b>L3: 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 national dimension is explicit.
<b>L2: 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 national dimension is mainly implicit.
<b>L1: Basic Response</b> 1–2	Basic reasoning and explanation; the response is likely to contain simple, undeveloped and asserted explanation, with only undeveloped points. Arguments are partial, generalised and lack clarity. The national dimension is not 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

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2 (a) 'Cities are growing too fast.'

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

Indicative Content

Candidates are likely to discuss the following evaluative points:

Strengths

- some factual evidence is used
- uses personal experience
- several different types of evidence are used – opinion, fact, 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 not 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 for information 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 response

*Further guidance*

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

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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>L3: Strong Response</b>  5–6	<p>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.</p> <p>Evaluation is clearly focussed on the evidence, its strengths and/or weaknesses, and the way it is used to support the claim.</p> <p>A clear overall assessment is likely to be attempted.</p>
<b>L2: Reasonable Response</b>  3–4	<p>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.</p> <p>An overall assessment may be attempted.</p>
<b>L1: Basic Response</b>  1–2	<p>Basic 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.</p>
<b>0</b>	No relevant or creditworthy material

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(b) 'Cities provide more opportunities for leisure and entertainment than small villages.'

**How could you compare the opportunities for leisure and entertainment between cities and small villages? You should consider the types of information, sources of evidence and methods you might use.** [6]

Indicative Content

Possible Types of Information

- compare statistics/information on leisure/entertainment – for rural and urban areas
- interview or questionnaire data
- expert testimony
- documentary material from international NGOs
- case studies
- other relevant response

Possible Sources of Information

- national and local governments and their departments
- international organisations e.g. United Nations; UNESCO
- experts
- research reports
- pressure groups, charities and non-government organisations
- 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



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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>L3: 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>L2: 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>L1: 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.
<b>0</b>	No relevant or creditworthy material

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

Indicative Content

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

The following examples of value judgments may be found in Source 3:

- Cities are the future!
- people think a simpler lifestyle is better
- families believe a safe environment for their children and a sense of community is important
- people are unhappy about living in cities

**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]

*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.*

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(b) Identify one prediction in Source 3. Explain why you think it is a prediction. [3]

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 3:

- the urban population is expected to grow to 5 billion by 2030
- by 2025, there will be about 600 cities of one million or more worldwide
- the trend of urban growth will continue

**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]

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 prediction from the Source correctly but offers no reasonable attempt at an explanation.

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.*

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(c) In this discussion, whose reasoning works better, Ling's or Shu's?

In your answer you should support your judgement 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]

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; TV
  - 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

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

Level and Marks	Description of Level
<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 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>  1–2	<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

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4 The government is considering four ways to improve the lives of people in cities.

- reduce air pollution
- provide clean water and sanitation in slum areas and shanty towns
- develop more parks and spaces for leisure
- create more jobs for unskilled people

In your opinion, explain which of these is the best way to improve the lives of people in cities.

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 i.e. about which action to improve the quality of life in cities is the best

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 quality of life for individuals and different social groups
- how long it takes to make a difference
- barriers to change and difficulty of changing
- the influence of individuals and groups on decision making
- the role of vested interests and power differences
- potential conflict
- difficulties in planning and coordinating improvements
- cost and access to resources to implement change
- 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.*

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

Level and Marks	Description of Level
<b>L5: Very Good Response</b>  16–18	<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>  12–15	<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>  8–11	<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>  4–7	<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 but contains some undeveloped points.</p> <p>A basic judgement may be attempted.</p>
<b>L1: Limited Response</b>  1–3	<p>Limited and unsupported reasoning about the issue in general. Different arguments may be included.</p>
<b>0</b>	No relevant or creditworthy material