

**CAMBRIDGE INTERNATIONAL EXAMINATIONS**

Cambridge International General Certificate of Secondary Education

**MARK SCHEME for the October/November 2014 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.

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**1 Study Sources 1 and 2.**

- (a) Which country achieved the highest number of gold medals in the London 2012 Olympics according to Source 1? [1]**

There is only one correct answer from Source 1:

- USA

1 mark for the correct answer

- (b) Which country achieved the lowest number of silver medals in the 2008 Beijing Olympics according to Source 1? [1]**

There is only one correct answer from Source 1:

- Germany

1 mark for the correct answer

- (c) Give one change in the medal tables from 2008 to 2012 according to Source 1. [2]**

Indicative content

There are many changes and any credit change should be credited. The responses need to include a correct comparison (e.g. U.S.A. v China or U.S.A. in 2008 v U.S.A. in 2012) – 1 mark and a correct change (i.e. 'more', 'less' 'same as', 'increase', 'decrease' or state the numbers of medals) – 1 mark.

Credit one mark for each.

E.g. In 2008, the Peoples' Republic of China was top of the medals' table, whereas in 2012, it was in second position. (2 marks)

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(d) Suggest one reason for this change. [3]

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

Clearly explained reason why this change might be.

*E.g. This change might be because the athletes are getting better coaching about diet and fitness, which makes them fitter and healthier and more able to compete at a higher level, therefore achieving more gold medals.*

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

Some explanation of a reason of why the change might be.

*E.g. This change might be because the athletes are getting fitter.*

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

Assertion of a reason for the change; may lack clarity.

*E.g. Yes, there is a reason for this change, because more athletes won more medals.*

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

(e) Suggest one way that a country can increase the number of medals it achieves at the next Olympics. [1]

Indicative Content

Candidates may identify the following areas for improvement:

- Diet
- More competitors
- Wider range of sports
- Training
- Coaching
- Conditions
- Funding

1 mark for any correct answer

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- (f) Give one possible benefit of the Olympics suggested in the poem in Source 2. [1]

Indicative Content

Candidates are likely to identify one of the following:

- Peace
- Not war
- Not trouble
- Not strife
- To take part
- Not to win
- Nations uniting
- Enabling someone to be true to their heart/fulfill ambitions

Give 1 mark for a reasonable answer. Candidates may put the benefit into their own words.

*Further guidance – note that the only acceptable answers are located in Source 2. However candidates may use their own words to describe a benefit from this list.*

- (g) Explain why you think this is a benefit. [3]

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

Clearly reasoned explanation of why one of the benefits from the list in Q1 (f) is a possible benefit.

*E.g. Peace is a possible benefit because if nations come together and have a common interest, they will be less likely to want to go to war with each other, so Sport might unite countries.*

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

Some reasoned explanation of why one of the benefits from the list in Q1 (f) is a possible benefit.

*E.g. Peace is a possible benefit as different nations come together during the Olympics.*

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

Assertion that one of the benefits from the list in Q1 (f) is a possible benefit, perhaps with a weak attempt to explain why.

*E.g. Peace is a possible benefit because doing sport can bring peace.*

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

*Further guidance – candidates may discuss 'benefit' from the Source as listed above in the Mark Scheme for Q1 (f) or from their background knowledge; the assessment is focussed upon their reasoning/justification of their choice.*

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## 2 Study Source 3.

You have been inspired by the Olympic Games and wish to do some voluntary work in your country. You see the advertisement in Source 3 and are interested in volunteering. What additional information do you need to know before you decide to volunteer?

(a) One thing I might need to know.

How it will help me to decide whether or not to volunteer. [6]

(b) Another thing I might need to know.

How it will help me to decide whether or not to volunteer. [6]

*Further guidance – Candidates should make different statements/ask different questions in (a) and (b) for full marks. The question should be focused on the role as advertised so candidates should ask for new information, not for information which has been provided in the stimulus material.*

Indicative Content

Statements/Questions about:

- Hours to be worked
- Type of accommodation
- Health and safety issues
- Location of the work
- How it is decided who will do what work
- Skills needed
- Type of work.

Statement/question which would elicit relevant information on the topic and is personal to the candidate [1]

*E.g. How long will the volunteer work take?*

In each case, the explanation should relate to the statement/question asked:

**Level 3: Strong Response** [4–5]

Considered reasoned explanation of how this information might be helpful in making a personal decision about whether or not to apply.

*E.g. I need to know what the type of work is I will be doing to judge whether I have the skills. If I have the skills, then I will definitely volunteer, but if I don't I may need to do some training/gain some experience before I decide to volunteer.*

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

Some explanation of how this information would help make a personal decision about whether or not to apply, but may be partial or lack full relevance.

*E.g. I need to know if I will be interested and motivated by the job.*

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

Basic statement of information needed but not clearly linked (or which hints at relevance). Simple, undeveloped asserted explanation – lacks clarity.

*E.g. The type of work matters/is important to me.*

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### 3 Study Source 4

- (a) Lara says, “In some countries, people are moved from their homes to accommodate the Olympic Games. This isn’t fair as they might have lived there all their lives”.

**Which part of this statement is a value judgement? Explain your answer. [3]**

*This is a value judgement because it considers fairness, which is a value and here it is seen as a good thing, and the fact that people have been moved from their houses is seen as unfair and therefore bad.*

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

Reasoned, thoughtful response which demonstrates understanding of why fair is the value judgement and explains well.

*E.g. Fair is the value judgement and Lara sees fairness as a good thing as here she says that it’s not fair for people to have to move from their houses.*

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

Response demonstrates some understanding of fair being the value judgement and explained with some success.

*E.g. Fair is the value judgement because it’s a value people hold.*

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

Response demonstrates little explanation of why fair is a value judgement, but it is identified.

*E.g. ‘Fair’ is the value judgement. Also credit here if the whole sentence is written out: This isn’t fair as they might have lived there all their lives’, but not if they have identified the first sentence or written all of what Lara says out, showing no understanding of the value judgement.*

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

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(b) How well does Aina convince you of the advantages and disadvantages of the Olympic Games? Justify your answer.

[6]

Indicative Content

Judgements might consider that Aina's argument is one-sided and that she only talks about the advantages of the Olympic Games and not the disadvantages. Her argument only refers to Sport and the Olympic Games being used by the media to highlight what's going on in the world. It doesn't refer to other uses by the media. She uses a fact (Dove as the International Olympic Committee's symbol of peace) but doesn't extend her argument. She gives opinion about the fact that she likes the thought of a dove, which trivialises her argument and she doesn't justify her opinion. Her argument is not convincing for these reasons.

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

<p><b>Level 3: Strong Response</b></p> <p>5–6</p>	<p>Strong, supported reasoning and explanation, justifying how well Aina convinces of the advantages and disadvantages of the Olympic Games, supported by evaluation of how well the reasoning works. Candidates evaluate the reasonableness effectively and with reference to the points made by Aina. There will be at least 2 developed/explained points, and some undeveloped points.</p> <p>Lower in the band a greater proportion of arguments will be left undeveloped.</p>
<p><b>Level 2: Reasonable Response</b></p> <p>3–4</p>	<p>Some reasoning and explanation of how well Aina convinces of the advantages and disadvantages of the Olympic Games. The response is likely to contain some reasoned arguments and/or evidence to support the views expressed. Explanations may be partial and lack clarity at times.</p> <p>Lower in the band explanations may begin to lack clarity, and/or be partial and generalised. A tendency to generalise may be apparent.</p>
<p><b>Level 1: Basic Response</b></p> <p>1–2</p>	<p>The response is likely to contain simple, undeveloped and asserted opinions with only undeveloped points. Explanations are partial and lack clarity. There may be opinion or (dis)agreement with how reasonable the perspective is.</p> <p>Lower in the band the arguments are likely to be very generalised, lack relevance and/or simply recycle/copy material from the Source without any explanation or development.</p>
<p>0</p>	<p>No relevant response or creditworthy material</p>

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(c) How well does Xin Lee's reasoning work to show that there are more disadvantages than advantages to hosting the Olympic Games? In your answer you should support your point of view with his words and phrases and you may consider:

- the reliability of any knowledge claims;
- how logical his reasoning is.

[9]

Indicative Content

Candidates are expected to evaluate the reasoning. They should make a supported judgement with some explanation about its effectiveness.

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
- 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



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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>L4: Strong Response</b>  8–9	Strong, clear judgements about how well the reasoning works. Coherent, structured evaluation of the argument. The response is likely to contain at least 2 developed evaluative points, possibly with 1/2 undeveloped points.  A range (3/4+) of brief but clearly appropriate/explained undeveloped points may be sufficient to enter this band at the lower level. An overall assessment or conclusion is reached.
<b>L3: Reasonable Response</b>  5–7	Reasonable judgements about how well the reasoning works. Judgements and evaluative points are likely to be partially supported or asserted.  The response is likely to contain at least one developed evaluative point, possibly with 1/2 undeveloped points; 2/3 brief undeveloped points may be sufficient to enter this band at the lower level.
<b>L2: Basic Response</b>  3–4	Basic examination of how well the reasoning works. Judgements and evaluative points are likely to be partially supported or asserted, and lack clarity/relevance at times. The response is likely to contain at least 1/2 undeveloped evaluative points.
<b>L1: Limited Response</b>  1–2	Limited, if any, unsupported discussion of how well the reasoning works. The response is likely to consider the argument in the statement very briefly or tangentially. There is very little clarity in the argument. The response is likely to repeat the arguments in the statement simply or assert agreement/disagreement with the views expressed. The response may not contain any clear evaluative points.
<b>0</b>	No relevant or creditworthy material

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**4 Do you think that sport can help promote peace and friendship?**

**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 points of view;**
- **explain why you disagree with some of these points of view.** **[18]**

Indicative Content

Candidates are expected to assess the effectiveness of sport in promoting peace and friendship. They may consider global, local and individual levels. A judgement should be made about whether sport can help promote peace and friendship. The candidates may 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:

- reference to scale of impact
- how long it takes to make a difference
- the effects of cultural differences and beliefs
- competition vs cooperation
- the power of collective action
- the difficulties of changing individual/collective behaviour
- the influence of individuals and groups
- the role of vested interests and power differences
- potential conflict
- political intervention and interference
- potential opportunities for corruption
- potential opportunities for crime
- difficulties in coordinating globally and across different countries with independence
- governmental responses and action
- other reasonable response

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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	Very good, well supported and logical reasoning and judgements about whether sport can help promote peace and friendship. Coherent, structured argument and evaluation with at least two perspectives compared. The response is likely to contain a range of clearly reasoned arguments and/or evidence to support the views expressed, with at least 3 developed points, and some undeveloped points. A clear assessment or conclusion is reached.
<b>L4: Strong Response</b> 12–15	Strong, supported reasoning and judgements about whether sport can help promote peace and friendship. Some clear argument and evaluation with at least two perspectives compared. The response is likely to contain a range of reasoned arguments and/or evidence to support the views expressed, with at least 2 developed points, and some undeveloped points. An assessment or conclusion is reached.  Lower in the band a greater proportion of arguments will be left undeveloped and there will be uneven treatment of different levels of action.
<b>L3: Reasonable Response</b> 8–11	Reasonable argument and judgement about whether sport can help promote peace and friendship. The response is likely to contain some arguments and/or evidence to support the views expressed, with at least 1 developed point, and some undeveloped points. An assessment or conclusion is attempted but may not be convincing. A range of appropriate undeveloped points may be sufficient to enter this level.  Lower in the band some arguments may begin to lack clarity, and/or be partial and generalised.
<b>L2: Basic Response</b> 4–7	Basic argument about whether sport can help promote peace and friendship. Arguments are unlikely to be supported and mainly asserted. There is little clarity of argument and no structure. Some attempt to make a judgement about the most likely level may be present; it may be implicit. The response is likely to contain only 1/2 undeveloped points.  Lower in the band the arguments are likely to be very generalised and lack relevance to the issue, focussing on doing sport rather than an explanation of why it can help promote peace and friendship at different levels; or a list of sporting events without explanation of why different levels of action are most likely to work.
<b>L1: Limited Response</b> 1–3	Limited, unsupported argument about whether sport can help promote peace and friendship. There is very little clarity in the argument. The response is likely to assert a very simple view or be descriptive. The response may not contain any relevant points about action to help promote peace and friendship.
<b>0</b>	No relevant or creditworthy material