



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

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**GLOBAL PERSPECTIVES**

**0457/32**

Paper 3 Written Paper

**May/June 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.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2016 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 the worldwide trend in the production of video surveillance cameras from Source 1? [1]

Indicative Content

From Source 1, candidates should identify that the number of video surveillance cameras/systems is increasing.

Candidates should indicate an understanding of 'increasing' numbers in use through prose or the use of numerical description e.g. the number of systems has gone up; there were 16 million more between 2006 and 2011.

1 mark should be awarded for the correct answer.

*Further guidance*

*Note that the only acceptable answer is based on the content of Source 1. However candidates may use their own words e.g. the number of cameras is going up/higher/getting more/etc.*

*Accept – more countries are using video surveillance cameras/systems*

- (b) Identify one type of personal information that may be gathered using computers according to Source 1. [1]

Indicative Content

Candidates may identify the following types of personal information that may be gathered using computers from Source 1:

- internet searches
- income
- bank accounts
- residence/where you live
- health records

1 mark should be awarded for a correct answer.

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

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- (c) Explain which reason for collecting personal information you think is the most important from Source 1? [4]

Indicative Content

The following reasons for gathering personal information may be identified from the source:

- to target marketing and advertising
- to prevent corruption
- to ensure everyone pays for services
- to organise voting in elections
- discover trends in diseases
- provide better healthcare

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

- possible positive/negative consequences or effects on individuals/groups/countries/globally
- degree of impact on quality of life
- degree of impact on human rights
- how many people/groups/countries are affected/benefit
- increasing cycle of benefit
- how widespread the benefit is
- how easy to help people/improve quality of life
- effects on society generally
- other reasonable response

*Further guidance – whilst candidates should only discuss ‘reasons’ from the Source, as listed above in the Mark Scheme, the assessment is focussed mainly upon their reasoning/justification.*

<b>Level of Response and Marks</b>	<b>Description of Level</b>
<b>Level 4: Strong Response</b>  <b>4 marks</b>	Clearly reasoned, credible and structured explanation; usually two (or more) developed arguments clearly linked to the issue; or a range of undeveloped reasons.
<b>Level 3: Reasonable Response</b>  <b>3 marks</b>	Some reasoned explanation; 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</b>  <b>2 marks</b>	Identifies a reason but explanation is weak or not linked to the issue explicitly.
<b>Level 1: Limited Response</b>  <b>1 mark</b>	Simple identification of a reason but no attempt to justify or the explanation is not related to the issue.
<b>0 marks</b>	No relevant response or creditworthy material.

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(d) Explain why protection of personal information is an important issue for individuals.

[6]

Indicative Content

Candidates are likely to discuss the following reasons drawing upon the information in Source 1:

- the consequences/impact of data loss e.g. loss of property/reputation/respect
- the benefits of retaining and preserving data for individuals, countries and the world e.g. security
- human rights issues affect everyone
- issues of value and beliefs about rights and responsibilities
- morality – issues of right and wrong from different cultures
- in response to government, United Nations and other NGO aims and goals for supporting the rights of people to privacy and freedoms
- protection of privacy and vulnerable individuals/groups
- other reasonable responses

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

Levels and Marks	Description of Level
<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 a wide range of undeveloped reasons.  Lower in the band a greater proportion of arguments will be left undeveloped.
<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 several undeveloped reasons.  Lower in the band arguments may begin to lack clarity, and/or be partial and generalised. A tendency to assert may be apparent.
<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 one undeveloped point. Arguments are partial, generalised and lack clarity. The individual 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.
0	No relevant or creditworthy material

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- 2 (a) How well does the author of Source 2 support the view that the internet is destroying our privacy?

**You should consider the strengths and weaknesses of the argument and evidence. [6]**

Indicative Content

Candidates are likely to discuss the following evaluative points:

- Strengths
  - A range of factual evidence is used
  - several different types of fact are used – statistical; behavioural;
  - the factual evidence is generally relevant
  - the evidence is related clearly and explicitly to the argument
  - the evidence is used forcefully in a strongly worded argument
  - uses positive evidence/argument to support the case e.g. examples of breaches of privacy
  - other reasonable response
- Weaknesses
  - the facts are weak as they are based on statistics/examples which may not continue
  - the facts are weak as they are based on examples which may not be typical
  - evidence is not cited – the dates and sources are not clear
  - accuracy of the examples is not clear
  - level of expertise of the author is not clear – may have poor knowledge claims in practice
  - little systematic research used as evidence
  - there is very little clear, specific statistical/numerical evidence
  - the evidence is not easy to verify/check from the information provided
  - too much reliance on anecdotal evidence/facts
  - evidence may be out of date
  - examples may not apply to other places/countries/cultures etc.
  - 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>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 wide range (three or more) of undeveloped points.  Evaluation is clearly focussed upon the evidence, its strengths and/or weaknesses, and the way it is used to support the point of view.  A convincing overall assessment or conclusion is reached.
<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 view. 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 or conclusion is attempted.
<b>L1: Basic 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.  An overall assessment or conclusion is weak or not attempted.
<b>0</b>	No relevant or creditworthy material

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(b) 'Internet criminals will steal our data, identities and money even more in the future.'

How might you find out if this is likely to happen? 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 internet usage and privacy – for individual countries and globally; trends
  - interview or questionnaire data from local people
  - interview or questionnaire data from professionals in internet security – e.g. police/security businesses/government security
  - expert testimony
  - material from international NGOs and pressure groups linked to data protection/security/surveillance issues
  - other relevant response
- Possible Sources of Information
  - national and local governments and their departments
  - international organisations e.g. United Nations; UNESCO
  - data protection 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
  - case studies
  - 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>Level 3: Strong Response</b>  <b>5–6</b>	Clearly reasoned, credible and structured explanation of ways to find out if it is likely to happen. 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 the statement, addressing both crime and future.
<b>Level 2: Reasonable Response</b>  <b>3–4</b>	Reasoned and mainly credible explanation of ways to find out if it is likely to happen. 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 the statement.
<b>Level 1: Basic Response</b>  <b>1–2</b>	Basic explanation of ways to find out if it is likely to happen. The response is likely to contain one or two simple, undeveloped and asserted points.  There is little of relevance to the statement in the response.
<b>0</b>	No relevant or creditworthy material

*Further Guidance*

*List-like responses containing a range of methods/sources/types of information are unlikely to achieve above L2.*



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- 3 (a) Identify one value judgement from Source 2. 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; reference to ethics and morals. The following examples of value judgments may be found in Source 2:

- personal information should be safe and secure
- it is important that everyone has a right to privacy
- respect for others
- other reasonable response

*Further Guidance*

- *the internet is destroying our privacy – accept if there is a clear understanding of the values/ethics/morals that might underpin this statement*
- *If the candidate does not identify a value judgement correctly, then 0 marks must be awarded*

<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 value judgements and applies this accurately to a correct example identified from the Source.
<b>Level 2: Reasonable Response</b>  <b>2 marks</b>	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.
<b>Level 1: Basic Response</b>  <b>1 marks</b>	The candidate identifies a value judgement correctly but does not explain the nature of a value judgement; the response demonstrates very little or no understanding.
<b>0 marks</b>	No relevant response or creditworthy material. The candidate does not identify a

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- (b) 'Nothing will be private in the future.' Is this an opinion, prediction or both? Explain your answer. [3]

Indicative Content

A prediction is a claim about something that is likely to happen in the future. An opinion is a point of view which is not proven; a personal belief. The statement is both an opinion and a prediction.

<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 statement and part(s) of an argument and applies this accurately. Both aspects of the statement must be considered and understood.
<b>Level 2: Reasonable Response</b>  <b>2 marks</b>	The response demonstrates some reasonable understanding of the statement and part(s) of an argument. The explanation lacks some clarity and accuracy. Both aspects of the statement may/may not be considered.
<b>Level 1: Basic Response</b>  <b>1 marks</b>	The response demonstrates a basic understanding of the statement but not of opinion and/or prediction. Both aspects of the statement may/may not be considered.
<b>0 marks</b>	No relevant response or creditworthy material.

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**(c) Study Source 3. Whose reasoning works better, Indira or Vijay'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]**

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
  - use of arguments/counterarguments
- 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

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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 with/without 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, if any, 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>L 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

*Further Guidance*

*If only one statement is discussed, maximum L3.*

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**4 Do you think that an individual's right to privacy should be protected?**

**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 and counterarguments.** [18]

Indicative Content

Candidates are expected to argue using reasons and evidence to justify their opinion and judgment about the issue i.e. the individual's right to privacy.

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 as applied to the collection of personal data:

- reference to scale of impact on lives of individuals and groups
- security issues
- protection of freedoms
- majority vs. minority rights and responsibilities
- how long it takes to make a difference to the issue/reason for which privacy is breached or data is being collected
- the effects of cultural differences and beliefs
- barriers to privacy protection
- the potential misuses of power created by loss of privacy e.g. threats to freedom of speech/reputation
- the role of vested interests and political power
- potential conflicts of interest
- cost and access to resources to store and/or protect data/privacy
- 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 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 but contains some usually undeveloped points.</p> <p>A basic judgement may be attempted.</p>
<b>L1: Limited Response</b>  <b>1–3</b>	Limited and unsupported reasoning about the issue in general. Different arguments may be included.
<b>0</b>	No relevant or creditworthy material