



GLOBAL PERSPECTIVES

0457/33

Paper 3 Written Paper

May/June 2016

MARK SCHEME

Maximum Mark: 60

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[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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1 (a) According to Source 1, what is happening to the number of languages in the world? [1]

Indicative Content

Candidates should identify that the number of languages in the world is falling/being lost/going down (or similar) from Source 1.

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 languages is going down/reducing/getting less/etc.

(b) Identify one feature that indigenous people share from Source 1. [1]

Indicative Content

Candidates may identify the following features that indigenous people share from Source 1:

- language
- culture
- beliefs
- living in tribal groups

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 threat to indigenous people you think is the greatest from Source 2? [4]

Indicative Content

The following threats to indigenous peoples may be identified from the source:

- governments and organisations that want natural resources
- mining companies that want oil and minerals
- agricultural interests that want the land
- globalisation
- mass culture
- internet and TV
- governments that don't share the beliefs and values of indigenous peoples
- prejudice and discrimination
- other reasonable response

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

- possible further consequences or effects on individuals/groups/countries and globally
- degree of impact on cultural diversity
- degree of impact on human rights
- speed of impact
- how many people/groups/countries are affected
- increasing cycle of cultural loss
- how widespread the problem is
- how easy to solve or reduce the threat
- effects on society generally
- other reasonable response

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

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

(d) Explain why the loss of indigenous people is an important issue.

[6]

Indicative Content

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

- the consequences/impact of the loss of indigenous peoples – e.g. loss of cultural diversity
- the benefits of retaining and preserving indigenous peoples for individuals, countries and the world
- human rights issues affect us all
- issues of value and beliefs about rights and responsibilities
- morality – issues of right and wrong from the perspectives of different cultures
- in response to government, United Nations and other NGO aims and goals for supporting the rights and ways of life of indigenous peoples
- other reasonable responses

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

Levels and Marks	Description of Level
Level 3: Strong Response 5–6	<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>
Level 2: Reasonable Response 3–4	<p>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.</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>
Level 1: Basic Response 1–2	<p>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.</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>
0	No relevant or creditworthy material

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2 (a) ‘Local peoples and their cultural traditions will not stop economic development.’

How well does the writer support this point of view? You should consider the strengths and weaknesses of the arguments and evidence in Source 3.

[6]

Indicative Content

Candidates are likely to discuss the following evaluative points:

- **Strengths**
 - some factual evidence is used
 - several different types of evidence are used – opinion, expert views, argument from authority
 - 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
 - uses positive evidence/argument to support the case e.g. benefits of exploiting resources
 - other reasonable response
- **Weaknesses**
 - predictions are weak as they are based on trends which may not continue
 - research evidence is partially cited – the date and source are not fully clear
 - expertise of the author is not clear/asserted – may have poor knowledge claims
 - method of research is alleged/unclear
 - little systematic research used as evidence
 - there is no 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/research may not apply to other places/countries etc.
 - other reasonable response

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

Level and Marks	Description of Level
L4: Strong Response 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.
L3: Reasonable Response 3–4	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 (2 or more) undeveloped points may be sufficient. An overall assessment or conclusion is attempted.
L2: Basic Response 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.
0	No relevant or creditworthy material

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(b) ‘The internet is destroying traditional cultures.’

How might you find out if this statement is true? 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 cultural change – for individual countries and globally
 - interview or questionnaire data from local people
 - interview or questionnaire data from professionals in the impact of IT and culture – e.g. artisans/artists/media professionals/anthropologists
 - expert testimony
 - material from international NGOs and pressure groups linked to indigenous peoples and cultural change
 - other relevant response
- Possible Sources of Information
 - national and local governments and their departments
 - international organizations e.g. United Nations; UNESCO
 - people from local cultures
 - indigenous peoples 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:

Level and Marks	Description of Level
Level 3: Strong Response 5–6	Clearly reasoned, credible and structured explanation of ways to test the statement. 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 statement.
Level 2: Reasonable Response 3–4	Reasoned and mainly credible explanation of ways to test the statement. 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 statement.
Level 1: Basic Response 1–2	Basic explanation of ways to test the statement. The response is likely to contain one or two simple, undeveloped and asserted points. There is very little, if any, relevance in the response to testing the statement.
0	No relevant or creditworthy material

Further Guidance

If methods, sources and types of evidence are simply listed and not related in any way (explicitly or implicitly) to the issue of the truth of the statement about the impact of the internet on traditional cultures, then the maximum level is Level 1.

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

Indicative Content

A fact is generally defined as information or data that can be verified or proven to be true.

The following examples of facts may be found in Source 4:

- some people believe that we need to preserve indigenous people
- the author finds the counterarguments more convincing
- research by the United Nations shows that there is a higher standard of living in countries where ...
- Sir Peter Plummer estimates ...
- They (governments and multinational companies) see traditional religions and cultures as outdated superstition and myth ...
- 1% of the population owns over 50% of the world's wealth

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Level and Marks	Description of Level
Level 3: Strong Response 3 marks	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 marks	The response demonstrates some understanding of the 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 marks	The candidate identifies a fact from the Source correctly but does not explain the nature of facts; the response demonstrates very little or no understanding.
0 marks	No relevant response or creditworthy material.

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(b) Identify one prediction from Source 4. 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 predictions are to be found in Source 3:

- If we ensure more people have a decent standard of living ... then we will all benefit.
- Tax revenues from oil and mineral wealth ... will remove all poverty in our country by 2050.
- other reasonable response

Level and Marks	Description of Level
Level 3: Strong Response 3 marks	The response demonstrates clear understanding of the predictions and applies this accurately to a correct example identified from the Source.
Level 2: Reasonable Response 2 marks	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 marks	The candidate identifies a prediction from the Source correctly but does not explain the nature of predictions; the response demonstrates very little or no understanding.
0 marks	No relevant response or creditworthy material.

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(c) Whose reasoning works better, Wanda’s or Carol’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
L5: Very Good Response 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>
L4: Strong Response 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>
L3: Reasonable Response 5–7	<p>Reasonable points about which reasoning works better. Some evaluation of how well the reasoning works for one or 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>
L2: Basic Response 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>
L1: Limited Response 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>
0	No relevant or creditworthy material

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4 Do you think that local cultures 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 protection of local cultures.

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 protection of local cultures:

- reference to scale of impact of change on culture/way of life of individuals/groups/governments
- majority vs. minority rights and responsibilities
- how long it takes to make a difference
- the effects of cultural differences and beliefs
- barriers to change/protection
- the power of collective action e.g. cooperation between countries/threatened cultures
- the difficulties of changing 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:

Level and Marks	Description of Level
L5: Very Good Response 16–18	<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 three (or more) developed points, and some undeveloped points.</p> <p>A clear judgement is reached.</p>
L4: Strong Response 12–15	<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 two (or more) developed points, and some undeveloped points.</p> <p>A judgement is reached.</p>
L3: Reasonable Response 8–11	<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 one (or more) developed point(s), and some undeveloped points.</p> <p>An attempt is made to give an overall judgement.</p>
L2: Basic Response 4–7	<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 is likely to contain some undeveloped points.</p> <p>A basic judgement may be attempted.</p>
L1: Limited Response 1–3	<p>Limited and unsupported reasoning about the issue in general. Different arguments may be included.</p>
0	No relevant or creditworthy material