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CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the March 2015 series

0457 GLOBAL PERSPECTIVES

0457/02 Paper 2 (Group Project), 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.

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Group Project – Group Element

Marks are awarded against each assessment criterion using the statements within the bands.

A mark of zero should be awarded for non-creditworthy responses.

Assessment Criteria	Band 1 1–2 marks	Band 2 3–4 marks	Band 3 5–7 marks	Band 4 8–10 marks
Production of a project plan	• the plan is **simplistic** and **lacks detail** • the **rationale** for the project and its **aims** are **unclear** • a concrete outcome is **not identified** or the outcome is **vague** • timeframes and planned activities are **not given** or are **vague** • details of roles and responsibilities are **not given** or are **vague**	• the plan is basic with **some details** • the plan includes a **basic** rational and a **simple** aim • a concrete outcome is **identified**, but it may **not** be **appropriate** to the aim • there is **some** indication of timeframes and planned activities • **some** details of roles and responsibilities are given	• the plan is **detailed** • a **sound** rationale is provided and aims are **specific** • a concrete outcome is **identified** which is **appropriate** to the project aim • timeframes are **realistic** and some planned activities are **detailed** • roles and responsibilities are **clearly** defined	• the plan is detailed **and** well formulated • a **well thought-out** rationale is provided and specific aims are **articulated clearly** • a concrete outcome is **identified** which is **well-suited** to the project aim • timeframes are **realistic** and **appropriate** and details of **all** planned activities are included • roles and responsibilities are **fully** defined with some reasoning given

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Representation of different perspectives, including cross-cultural	• research information has **not** been used to support the outcome • there is **limited** evidence of cross-cultural collaboration • there is **limited** awareness of different perspectives	• research information has been used to **support** the outcome, but with **limited** effect • there is **some** evidence of cross-cultural collaboration • there is **some** awareness of different perspectives	• research information has been used **effectively** to support the outcome • there is **sound** evidence of cross-cultural collaboration • there is awareness **and** appreciation of a **range** of different perspectives, including cross-cultural	• research information has been used **effectively** and **thoughtfully** to support the outcome • there is considerable evidence of cross-cultural collaboration • there is awareness **and** appreciation of a **wide range** of different perspectives, including cross-cultural, and these differences are treated with **empathy** and **understanding**

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Group Project – Individual Element

Marks are awarded against each assessment criterion using the statements within the bands.

A mark of zero should be awarded for non-creditworthy responses.

Assessment Criteria	Band 1 1–2 marks	Band 2 3–4 marks	Band 3 5–7 marks	Band 4 8–10 marks
Constructive participation in group work/activities	• is usually a **passive** member of the group • plays a **minimal** part in group discussions and activities, even when prompted • contributions to group work are **not** usually constructive • shows **little** or no support for other members of the group • shows **little** commitment to the successful completion of the project	• is **sometimes** an **active** member of the group • plays **some** part in group discussions and activities, **when prompted** • contributions to group work are **sometimes** constructive • shows **some** support for other members of the group • shows **some** commitment to the successful completion of the project	• is **usually** an active member of the group • needs **little** prompting to contribute to group discussions and activities • contributions to group work are **usually** constructive • shows **support** for other members of the group • shows **commitment** to the successful completion of the project	• is **always** an active member of the group • needs **no** prompting to contribute to group discussions and activities • contributions to group work are **always** constructive • shows **considerable** support for other members of the group • shows **considerable** commitment to the successful completion of the project
Evaluation of project plan and process	• the evaluation is **simplistic** • the evaluation identifies **one** strength **and/or one** weakness in the project plan **and/or** the process • there are **no** suggestions for improvement	• the evaluation is **basic** with **some details** • the evaluation identifies **one main** strength **and one main** weakness in the both the project plan **and** the process • there is **one** suggestion for improvement	• the evaluation is **detailed** • the evaluation identifies **some of the main** strengths **and** weaknesses in the project plan **and** the process • there are a **few** suggestions for improvement, **some** of which are well-considered	• the evaluation is detailed **and** well formulated • the evaluation identifies **most** of the strengths **and** weaknesses in the project plan **and** the process • there are **several** suggestions for improvement, **most** of which are well-considered

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Evaluation of project outcome	• the evaluation is **simplistic** • the evaluation is **not** linked to the project aims • there is a **limited** understanding of the successes **or** failures of the outcome	• the evaluation is **basic** with **some details** • the evaluation is not **consistently** linked to the project aims • there is **some** understanding of the successes **or** failures of the outcome	• the evaluation is **detailed** • the evaluation is **consistently linked** to the project aims • there is a **sound** understanding of the successes **and** failures of the outcome	• the evaluation is detailed **and** well formulated • the evaluation is consistently **and** clearly linked to the project aims • there is **considerable insight** into the successes **and** failures of the outcome
Evaluation of individual contribution and learning	• the evaluation is **simplistic** • there is a **limited** awareness of personal responsibility in the project • there is **little** reflection on either the benefits or challenges of working as a group • there is **little** reflection on own learning from cross-cultural collaboration	• the evaluation is **basic** with **some details** • there is **some** awareness of how own contribution affected the progress of the project • there is **some** reflection on either the benefits **or** challenges of working as a group • there is **some superficial** reflection on own learning from cross-cultural collaboration	• the evaluation is **detailed** • there is **awareness** of strengths **and** weaknesses of own contribution to the project • there is **some** reflection on both the benefits **and** challenges of working as a group • there is a **sound** reflection on own learning from cross-cultural collaboration	• the evaluation is detailed **and** well formulated • there is **considerable insight** in evaluating own contribution to the project • there is **insightful** reflection on both the benefits **and** challenges of working as a group • there is **insightful** reflection on own learning from cross-cultural collaboration

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