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CAMBRIDGE INTERNATIONAL EXAMINATIONS

Cambridge International General Certificate of Secondary Education

MARK SCHEME for the March 2016 series

0457 GLOBAL PERSPECTIVES

0457/01 Paper 1 (Individual Research), maximum raw mark 80

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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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
Gather and present information, representing different perspectives	• presents **limited**, **relevant** information • shows a **limited** use of resources • gives **few** perspectives	• presents **some relevant** information • shows **some** use of resources • gives **some** perspectives	• presents a **range** of **relevant** information • shows use of a **range** of **mostly appropriate** resources • gives a **variety** of perspectives	• presents a **broad range** of **relevant** information • shows use of a **range** of **highly appropriate** resources • gives a **wide variety** of perspectives, including global, local/national and personal
Analyse issues within the topic as identified by the question posed for the study	• identifies **few relevant** issues • shows **little analysis** of the issues within the topic • gives **little** consideration to the causes, effects **and/or** current situations	• identifies **some** of the **relevant** issues • shows **some analysis** of these issues • considers **some** of the causes, effects **and/or** current situations	• identifies **mostly relevant** issues • shows **sound analysis** of these issues • considers the causes, effects and the current situations in **some detail**	• identifies **highly relevant** issues • shows **thorough analysis** of these issues • considers the causes, effects and current situations **in depth**
Identify and evaluate possible scenarios and formulate possible courses of action	• identifies **few relevant** possible scenarios • shows **little evaluation** • proposes **few relevant** courses of action	• identifies **some simple** possible scenarios • shows **limited evaluation** • proposes **some possible** courses of action which are **simplistic** in approach and **not** developed	• identifies **a range** of possible scenarios • shows **some evaluation** • proposes **some appropriate** courses of action which are **sometimes** developed	• identifies a **broad range** of possible scenarios • shows **sound evaluation** • proposes a **range** of courses of action which are **well developed**

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Develop an evidence-based personal response, demonstrating self-awareness	• **little** evidence of a personal response • **little** reference to the considered evidence • **minimal** evidence of self-awareness	• **some** evidence of a personal response • **some** reference to the considered evidence • **some** evidence of self-awareness	• **sound** evidence of an appropriate personal response • some **reference** to the considered evidence which **sometimes** justifies the response • **sound** evidence of self-awareness	• **detailed** evidence of an appropriate personal response • full **reference** to the considered evidence which **fully** justifies the response • **significant** evidence of self-awareness

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