eduresourceza.com

Downloaded from eduresourceza.com

GLOBAL PERSPECTIVES

Paper 0457/11
Written Examination

Key messages

- Candidate responses demonstrated good skills of interpretation and analysis.
- Evaluation was done with more confidence.
- Candidates should be encouraged to explain research designs fully.
- Candidates should be encouraged to use material from sources as evidence to justify their opinions.

General comments

This question paper consists of compulsory questions based on a range of sources. The sources present global issues from different perspectives. This question paper was based on source material related to the topic of Migration and explored migration and higher education.

Overall, the standard of candidate responses was good. Many of the candidate responses clearly identified different perspectives on global issues and used credible arguments to support their own points of view. Candidate responses interpreted and analysed sources and data presented in different ways. However, candidates should be encouraged to carefully explain research designs and choice of research methods in greater detail, explicitly when relating their research strategy to the claim being tested. Good evaluation skills were seen across, and many candidate responses identified and explained a range of strengths and weaknesses in evidence and argument.

Candidate responses explored different perspectives on the global issues of migration for higher education raised within the sources. Both arguments and counterarguments were explored for different perspectives in the consideration of global issues. However, candidates should be encouraged to practise the skills of presenting reasons and evidence to justify an opinion, perspective or proposal. Role play, drama, presentation and debate, in which candidates present different perspectives on an issue, could help to develop these skills further.

Additionally, candidates should be encouraged to use reasons and evidence drawn from the sources to justify their opinions, including through quotation and summary of arguments, link research methods to research questions and claims to be tested, and describe and consider different perspectives on global issues.

Comments on specific questions

Question 1

(a) Most of the candidate responses correctly identified the trend in students moving to a different country for university as increasing, from Source 1, and, therefore, achieved one mark.

(b) A large majority of candidates identified two benefits of moving to a different country from Source 2, and, therefore, gained the maximum of two marks.

Downloaded from eduresourceza.com

© 2020

Downloaded from eduresourceza.com

(c) Most of the candidates responded very well to this question, identifying and justifying a benefit of moving to a different country which, in their opinion, was the most important. Most of the candidate responses chose to discuss improving job prospects, gaining skills and improving confidence.

The most common justifications given related to issues of impact, included:

- the number of people affected, from the individual, to family and country;
- impact on individual or group life chances and lifestyle;
- the long-term positive implications and consequences;
- impact on other aspects of social, political and economic life.

Many of the candidate responses showed awareness of the link between cause and consequence in this context, as well as the 'virtuous circle' effect of a consequence or cause leading to another. Some discussed a possible 'vicious circle'.

The most successful responses gave several clear reasons to explain why one benefit was more important than others. The less successful responses often simply stated the benefit without explanation and often relied on assertion without evidence or careful reasoning. Some of the candidate responses compared the significance of different benefits, but this was not necessary to achieve full marks.

(d) Many of the candidate responses to this question were successful and explained why young people moving to a different country is an important national issue. These candidate responses also demonstrated a clear understanding of the concept of 'national'.

Candidate responses achieving higher marks provided a clearly reasoned, credible and structured explanation. There were many thoughtful discussions of the impact of migration of young people on countries, including population and demographic issues, the social life of local communities and wider economic growth, as well as cultural issues.

The less successful candidate responses provided a weak explanation or asserted opinion about migration in general, without reference to the national dimension of the question. Some of the candidate responses simply listed a range of consequences of migration taken directly from the sources without any explanation or link to the 'national' context.

Question 2

(a) Most of the candidate responses evaluated the argument in Source 3 and assess how well the author supported the view that 'young people do not care about their culture'.

The most often identified strengths of the argument were:

- some evidence about the experience of students moving away;
- strong tone of language – passionate;
- uses an expert as evidence – Professor Maine;
- strong knowledge claims/ability to see as a teacher.

The most often identified weaknesses of the argument were:

- few facts and statistics to back up claim;
- sources not clearly referenced;
- potential newspaper bias;
- author unknown – difficult to verify knowledge claims, though has some as a teacher;
- emotive tone of language.

The most successful responses provided clearly reasoned, credible and structured explanation for their opinions, usually discussing four or more distinct evaluative points. The less successful responses often simply stated or asserted an opinion.

Some of the less successful responses described the reasons and evidence within the source but did not evaluate or explain why the identified reason or type of evidence was a strength or a weakness.

Downloaded from eduresourceza.com

Cambridge Assessment International Education
© 2020

Downloaded from eduresourceza.com

Candidates should be encouraged to make a clear and explicit statement about the quality of the reasons and evidence in the source, and justify their opinion using the material in the source as evidence. This includes quoting from or summarising elements of the source.

(b) The most successful candidate responses described several methods, sources of information and types of evidence that could be used to test the claim that 'students who study in a different country have more interest in other cultures'. The methods of testing the claim suggested were carefully explained and clearly related to the claim.

Most of the candidate responses described interviews, surveys and questionnaires with people about the issue, for example, from schools, universities and organisations in different countries. Surveys of local people were also suggested. Other methods included consultation with experts, local government and university teachers. Large majority of the candidate responses suggested secondary research using sources from the internet. Many described the type of source that was likely to be reliable and free from bias or vested interest, for example, from governments, NGOs and United Nations organisations.

The most successful responses provided clearly reasoned, credible and structured explanation for their suggestions which were clearly and explicitly linked to the claim being tested. The less successful responses often simply stated or listed several methods or sources of evidence but did not explain them fully or make the link between the evidence being gathered and how it could be used to evaluate the claim tested. A few candidate responses described their opinion on the issue rather than how it could be researched. This did not answer the question.

Candidates should be encouraged to practice designing research strategies to test claims or answer research questions as part of their course.

Question 3

(a) Most of the candidate responses correctly identified an opinion from Source 4 and explained that opinions are a subjective view or belief that may not be shared by others. Most of the candidate responses justified and explained their judgement well.

(b) A large majority of candidate responses correctly identified a prediction from Source 4 and explained that predictions are statements or claims about events in the future. Most of the candidate responses justified and explained their judgement well.

(c) Many of the candidate responses correctly identified bias in Nikita's statement, showing an understanding that bias is a predisposition for or against something; an attitude of strong like or dislike; an unbalanced approach not prepared to consider counterarguments or other points of view.

Candidate responses most frequently identified the following examples of bias from the source:

- Nikita has a vested interest in the family business;
- Nikita's brother left home and the situation was difficult for Nikita, so she may be influenced by this experience;
- lack of balance/focus only on the negative impact of migration;
- exaggeration – 'nobody used to move away when my parents were young';
- lack of evidence to support most of the argument;
- does not consider alternative perspectives.

The most successful responses often quoted from the source and clearly described evidence taken from the source to support their judgment.

This question was challenging for some, as some of the candidate responses did not show an understanding of the concept of bias and did not use the idea in the analysis of the source material.

Centres should encourage candidates to develop their understanding of bias and provide experience of using the term in the analysis of sources, alongside other critical thinking concepts like value judgement, vested interest, fact, opinion and prediction.

Downloaded from eduresourceza.com

Cambridge Assessment International Education
© 2020

Downloaded from eduresourceza.com

(d) Majority of candidate responses compared both statements explicitly (Nikita's and Tanu's), and discussed issues relating to evidence, language, knowledge claims and expertise. Some of the candidate responses also addressed the reasons and values within each statement.

The most successful responses gave well supported judgements about the arguments with a clear assessment of the value of each statement. This included coherent, structured evaluation of how well the argument worked with a focus on reasons and evidence, with a range of points about knowledge claims, consequences and values for both statements. These responses were usually balanced with a clear conclusion. The statements were also quoted explicitly and material from the statements was used directly in the response as evidence to support candidate's opinion.

In the less successful responses, the discussion lacked support and tended to be mainly asserted with little clarity of argument. These responses often focused on issues rather than reasons, knowledge claims, evidence, consequences or values. There was also very little or no overt evaluation seen.

Centres should encourage candidates to practice comparing and evaluating sources frequently. This should involve a consideration of the reasons and evidence used to support the argument or perspective in the source.

Question 4

In this question candidates were asked to evaluate the argument that people should not move away from their communities to study because local people might suffer. Candidates were asked to justify their views using material drawn from the sources as well as their own experience and evidence.

There were many thoughtful discussions of the proposal. However, some of the candidate responses described their opinions in a generalised and asserted way.

Most of the candidate responses suggested that educational migration was justified due to the potential benefits for migrants and their country of origin.

The most successful responses often had well supported, logical reasoning and made clear judgements about the issue. A clear, balanced assessment or conclusion was also seen, and such responses linked the argument back to the issue.

The less successful responses were generalised, lacked relevance to the issue and simply described their own opinion about educational migration. Arguments were often unsupported and asserted.

To help candidates prepare for successfully answering this type of question, centres should encourage candidates to regularly practice writing extended essays in which candidates contrast and compare different perspectives or potential actions in response to an issue. This would help candidates to analyse and evaluate the strengths and weaknesses of the reasons and evidence that supports and justifies the perspective or action.

Downloaded from eduresourceza.com

Cambridge Assessment International Education
© 2020

Downloaded from eduresourceza.com

GLOBAL PERSPECTIVES

Paper 0457/12
Written Examination

Key messages

- Candidate responses demonstrated excellent skills of interpretation and analysis.
- Evaluation was done with confidence.
- Centres should encourage candidates to explain research designs fully.
- Centres should encourage candidates to use material from sources as evidence to justify their opinions.

General comments

This question paper consists of compulsory questions based on a range of sources. The sources present global issues from different perspectives. This question paper was based on source material related to the topic of Transport and explored the potential use of bicycles as a sustainable response to environmental concerns.

Overall, the standard of candidate responses was very good. Many of the candidate responses clearly identified different perspectives on global issues and used credible arguments to support their own points of view. Candidate responses also interpreted and analysed sources and data presented in different ways. However, candidates should be encouraged to carefully explain research designs and choice of research methods in greater detail, explicitly when relating their research strategy to the claim being tested. Good evaluation skills were seen, and many candidates identified and explained a range of strengths and weaknesses in evidence and argument.

Candidate responses explored different perspectives on the global issues of bicycle transportation raised within the sources. Both arguments and counterarguments were explored for different perspectives in the consideration of global issues. However, candidates should be encouraged to practise the skills of presenting reasons and evidence to justify an opinion, perspective or proposal. Role play, drama, presentation and debate, in which candidates present different perspectives on an issue, could help to develop these skills further.

Additionally, candidates should be encouraged to use reasons and evidence drawn from the sources to justify their opinions, including through quotation and summary of arguments, link research methods to research questions and claims to be tested, and describe and present different perspectives on global issues.

Comments on specific questions

Question 1

(a) Lage majority of the candidate responses correctly identified the percentage of the population in China using bicycles as 37 per cent from Source 1, and, therefore, achieved the one mark.

(b) Majority of the candidate responses identified two benefits of travelling by bicycle from Source 2, and, therefore, achieved the maximum of two marks.

(c) Most of the candidates responded very well to this question, identifying and justifying a benefit of travelling by bicycle which, in their opinion, was the most important. Most of the candidate responses discussed the impact on the environment, pollution, personal health and fitness, and travel times due to reduced traffic congestion.

Downloaded from eduresourceza.com

© 2020

Downloaded from eduresourceza.com

The most common justifications given related to issues of impact, included:

- the number of people affected;
- the long-term positive implications and consequences;
- impact on other aspects of social, political and economic life.

Many of the candidate responses showed awareness of the link between cause and consequence in this context, as well as the 'virtuous circle' effect of a consequence or cause leading to another. Some discussed a possible 'vicious circle'.

The most successful responses gave several clear reasons to explain why one benefit was more important than others. The less successful responses often simply stated the benefit without explanation and often relied on assertion without evidence or careful reasoning. Some of the candidate responses compared the significance of different benefits, but this was not necessary to achieve full marks.

(d) Many of the candidates responded well to this question and identified both a local and a national consequence of people using bicycles, thereby showing a good understanding of the concepts of 'local' and 'national'.

Local consequences of people using bicycles most frequently identified by candidate responses were reduced local congestion, less local pollution, and better health. Some of the candidate responses explored the difficulties caused by cycling, for example, on longer travel times and accidents.

Similarly, most of the candidate responses identified a national consequence of travelling by bicycle as increased trade in bicycles, cheaper transport of people, and less cost to governments for health care.

The most successful candidate responses gave a clearly reasoned, credible and structured explanation. Candidate responses achieving lower marks often gave a weak explanation or asserted opinion about travelling by bicycle in general, without reference to 'local' or 'national' consequences.

Some of the candidate responses simply listed a range of consequences taken directly from the sources without any explanation or linking to the 'local' or 'global' context. These responses did not achieve higher marks.

Question 2

(a) Most of the candidate responses evaluated the argument in Source 3 and assessed how well the author supported the view that, 'bicycles are a problem in my town'.

The most often identified strengths of the argument were:

- some evidence about the problems created – refers to a local doctor;
- uses personal experience and testimony;
- strong tone of language – passionate;
- strong knowledge claims/ability to see as a local resident living in the city.

The most often identified weaknesses of the argument were:

- few facts and statistics to back up claim;
- mostly anecdotal evidence;
- sources not clearly referenced;
- potential bias as owner of a local business affected by bicycle travel;
- author unknown – difficult to verify knowledge claims;
- emotive tone of language;
- exaggeration.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

The most successful responses provided clearly reasoned, credible and structured explanation for their opinions, usually discussing four or more distinct evaluative points. The less successful responses often simply stated or asserted an opinion.

Some of the less successful responses also described the reasons and evidence within the source but did not evaluate or explain why the identified reason or type of evidence was a strength or a weakness.

Candidates should be encouraged to give a clear and explicit statement about the quality of the reasons and evidence in the source, and justify their opinion using the material in the source as evidence. This includes quoting from or summarising elements of the source.

(b) The most successful candidate responses described several methods, sources of information and types of evidence that could be used to test the claim that 'over half of bicycle users do not wear helmets'. The methods of testing the claim suggested were carefully explained and clearly related to the claim.

Candidate responses often described interviews, surveys and questionnaires with people about the issue, for example, with bicyclists, traffic wardens, police. Surveys of local people were also suggested. Other methods included consultation with experts, local government and transport planners. Majority of the candidate responses suggested secondary research using sources from the internet. Many described the type of source that was likely to be reliable and free from bias or vested interest, for example, from governments, NGOs and United Nations organisations.

The most successful responses provided clearly reasoned, credible and structured explanation for their suggestions clearly and explicitly linked to the claim being tested. The less successful responses often simply stated or listed several methods or sources of evidence but did not explain them fully or make the link between the evidence being gathered and how it could be used to evaluate the claim being tested.

An example of part of a successful response linking to the claim was 'I would do a survey on the streets and make a tally chart of the number of people riding bicycles and record if they were wearing a helmet or not. If more than 50 per cent did not wear a helmet this would support the claim.'

An example of part of a less successful response was 'a survey of people on bicycles could be done'.

A few candidate responses described their opinion on the issue rather than how it could be researched. This did not answer the question.

Candidates should be encouraged to regularly practice designing research strategies to test claims or answer research questions as part of their course.

Question 3

(a) Most of the candidate responses correctly identified a fact from Chiku's statement and explained that facts are statements that are true or correct and can be verified. Most of the candidate responses justified and explained their judgement well.

(b) Large majority of the candidate responses correctly identified a prediction from Aisha's statement and explained that predictions are statements or claims about the future. Most of the candidate responses justified and explained their judgement well.

(c) Many of the candidate responses correctly identified an example of a value judgement from Source 4, showing an understanding that a value judgement is a view or decision about what is right, wrong or important, based on a particular set of standards, principles, or values.

Candidate responses most frequently identified the following examples of value judgements from the source:

- I think that two wheels are best;

Downloaded from eduresourceza.com

Cambridge Assessment International Education
© 2020

Downloaded from eduresourceza.com

- This was wrong as I was not able to learn;
- We should all try to keep as healthy as possible.

The most successful responses often quoted from the source and clearly described evidence from the source to support their judgment.

This question was challenging for some, as some of the candidate responses did not show and understanding of the concept of value judgement and did not use the idea in the analysis of source material.

Centres should encourage candidates to develop their understanding of the value judgements and provide experience of using the term in the analysis of sources, alongside other critical thinking concepts like bias, vested interest, fact, opinion and prediction.

(d) Large majority of the candidate responses compared both statements explicitly (Chiku's and Aisha's), and discussed issues relating to evidence, language, knowledge claims and expertise. Some of the candidate responses also addressed the reasons and values within each statement.

The most successful responses gave well supported judgements about the arguments with a clear assessment of the value of each statement. This included coherent, structured evaluation of how well the argument worked with a focus on reasons and evidence, with a range of points about knowledge claims, consequences and values for both statements. These responses were usually balanced with a clear conclusion. The statements were also quoted explicitly and material from the statements was used directly in the response as evidence to support candidate's opinion.

In the less successful responses, the discussion lacked support and tended to be mainly asserted with little clarity of argument. These responses often focused on issues rather than reasons, knowledge claims, evidence, consequences or values. There was also very little or no overt evaluation seen.

Centres should encourage candidates to frequently practice comparing and evaluating sources. This should involve a consideration of the reasons and evidence used to support the argument or perspective in the source.

Question 4

This question asked candidates to assess different proposals to reduce the number of people driving cars in a large city and recommend one of the proposed actions to the government. Candidates were asked to justify their views using material drawn from the sources as well as their own experience and evidence.

There were many very thoughtful discussions of each proposal or option. Some of the candidate responses compared all options, which was a more challenging way to structure the argument. Most of the candidate responses recommended either improving public transport or promoting bicycling. However, some of the candidate responses described or asserted their opinions about each proposal without exploring the potential impact on the number of people driving cars in a city.

The most successful responses often were well supported, gave logical reasoning and made clear judgements about the issue. A clear, balanced assessment or conclusion was also seen. These responses linked the argument explicitly and frequently back to the issue of reducing the number of people driving cars.

Responses that achieved lower marks were often generalised, lacked relevance to the issue and simply described their own opinion about the issue of traffic congestion in cities in general or the proposals. Arguments were often unsupported and asserted and the responses often simply listed ways to reduce the driving of cars. These responses did not use the material in the sources to support their answers.

To help candidates prepare for successfully answering this type of question, centres should encourage candidates to regularly practice writing extended essays in which they contrast and compare different perspectives or potential actions in response to an issue. This would help candidates to analyse and evaluate the strengths and weaknesses of the reasons and evidence for the perspective or action.

Downloaded from eduresourceza.com

Cambridge Assessment International Education
© 2020

Downloaded from eduresourceza.com

GLOBAL PERSPECTIVES

Paper 0457/13
Written Examination

Key messages

- Candidate responses demonstrated very good skills of interpretation and analysis.
- Evaluation was done with more confidence.
- Candidates should be encouraged to explain research designs fully.
- Candidates should be encouraged to use material from sources as evidence to justify their opinions.

General comments

This question paper consists of compulsory questions based on a range of sources, which present global issues from different perspectives. This question paper was based on source material related to the topic of Globalisation and explored the role of the internet in globalisation and education.

Overall, the standard of candidate responses was good. Many of the candidate responses clearly identified the different perspectives on global issues and used credible arguments to support their own points of view. Candidate responses also interpreted and analysed the sources and data presented in different ways. However, candidates should be encouraged to carefully explain research designs and choice of research methods in greater detail, explicitly when relating their research strategy to the claim being tested. Good evaluation skills were seen, and many candidate responses identified and explained a range of strengths and weaknesses in evidence and argument.

Candidate responses explored different perspectives on the issues related to globalisation and the internet raised within the sources. Both arguments and counterarguments for different perspectives were explored in the consideration of global issues. However, candidates should be encouraged to practise the skills of presenting reasons and evidence to justify an opinion, perspective or proposal. Role play, drama, presentation and debate, in which candidates present different perspectives on an issue, could help to develop these skills further.

Additionally, candidates should be encouraged to use reasons and evidence drawn from the sources to justify their opinions, including through quotation and summary of arguments, link research methods to research questions and claims to be tested, and describe and present different perspectives on global issues.

Comments on specific questions

Question 1

(a) Large majority of the candidate responses correctly identified the region of the world with the highest number of internet users as Asia from Source 1, and, therefore, achieved the one mark.

(b) Majority of the candidate responses identified two benefits of the internet for young people from Source 2, and, therefore, achieved the maximum of two marks.

(c) Most of the candidates responded very well to this question, identifying and justifying a benefit of the internet for young people which, in their opinion, was the most important. Most of the candidate responses discussed providing information, communicating with others and to develop employability.

Downloaded from eduresourceza.com

© 2020

Downloaded from eduresourceza.com

The most common justifications given related to the issues of impact included:

- the number of people affected;
- impact on individual or group life chances, lifestyle and employment;
- the long-term positive implications and consequences;
- impact on other aspects of social, political and economic life.

Many of the candidate responses showed awareness of the link between cause and consequence in this context, as well as the 'virtuous circle' effect of a consequence or cause leading to another.

The most successful responses gave several clear reasons to explain why one benefit was more important than others. The less successful responses often simply stated the benefit without explanation and relied on assertion without evidence or careful reasoning. Some of the candidate responses compared the significance of different benefits, but this was not necessary to achieve full marks.

(d) Many of the candidates responded well to this question and explained why the use of the internet by young people is important for governments. These responses demonstrated a clear understanding of the concept of 'national' and government perspectives.

Candidate responses achieving higher marks provided a clearly reasoned, credible and structured explanation. There were many thoughtful discussions of the impact of the internet on young people and the government of countries, including education, the social life of local communities and wider economic growth, as well as cultural issues. Some of the candidate responses introduced issues of cooperation between countries and governments through cultural and technological exchange.

The less successful responses often gave a weak explanation or asserted opinion about the internet in general without reference to the national dimension of the question. Some of the candidate responses simply listed a range of consequences of the internet taken directly from the sources without any explanation or linking to the 'national' context.

Question 2

(a) Most of the candidate responses evaluated the argument in Source 3 and assess how well the author supported the view that 'we are spending too much on computers'.

The most often identified strengths of the argument were:

- some evidence about the personal experience of daughter and a local business;
- strong tone of language – passionate;
- uses an expert as evidence – a professor;
- range of evidence.

The most often identified weaknesses of the argument were:

- few facts and statistics to back up claim;
- sources not clearly referenced;
- potential newspaper bias;
- author unknown – difficult to verify knowledge claims and authenticity;
- emotive tone of language.

The most successful responses provided clearly reasoned, credible and structured explanation for their opinions, usually discussing four or more distinct evaluative points. The less successful responses often simply stated or asserted an opinion.

Some of the less successful responses described the reasons and evidence within the source but did not evaluate or explain why the identified reason or type of evidence was a strength or a weakness.

Candidates should be encouraged to give a clear and explicit statement about the quality of the reasons and evidence in the source, and justify their opinion using the material in the source as evidence. This includes quoting from or summarising elements of the source.

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

(b) The more successful candidate responses described several methods, sources of information and types of evidence that could be used to test the claim that 'the costs of technology are increasing every year'. The methods of testing the claim suggested were carefully explained and clearly related to the claim.

Candidate responses often described interviews, surveys and questionnaires with people about the issue, for example, from the public, manufacturers and sellers of technology. Surveys of local shops were also suggested. Other methods included consultation with experts, local government and consumer researchers. Large majority of the candidate responses suggested secondary research using sources from the internet. Many described the type of source that was likely to be reliable and free from bias or vested interest, for example, from governments, NGOs and United Nations organisations.

The most successful responses provided clearly reasoned, credible and structured explanation for their suggestions clearly and explicitly linked to the claim being tested. The less successful responses often simply stated or listed several methods or sources of evidence but did not explain them fully or make the link between the evidence being gathered and how it could be used to evaluate the claim being tested.

A few candidate responses described their opinion on the issue rather than describing how it could be researched. This did not answer the question.

Candidates should be encouraged to regularly practice designing research strategies to test claims or answer research questions as a part of their course.

Question 3

(a) A large majority of the candidate responses correctly identified a prediction from Kim's statement and explained that predictions are statements or claims about events in the future. Most of the candidate responses justified and explained their judgement well.

(b) Most of the candidate responses correctly identified a fact from Sumin's statement and explained that facts are statements that are true or correct and can be verified. Most of the candidate responses justified and explained their judgement well.

(c) Many of the candidate responses correctly identified an example of a vested interest in Sumin's statement, showing an understanding that a vested interest is a strong view about something because you could get a personal of financial advantage from the situation.

Candidate responses most frequently identified the following examples of vested interest from the Sumin's statement:

- as an author she wanted to sell more of her books;
- she emphasised the dangers of the internet to persuade parents to buy her publications;
- she was pleased to speak on a local radio programme to bring attention to her work.

The most successful responses often quoted from the source and clearly described evidence taken from the source to support their judgment.

This question was challenging for some, as some candidate responses did not show an understanding of the concept of vested interest and did not use the idea in the analysis of source material.

Centres should encourage candidates to develop their understanding of the term 'vested interest' and provide experience of using the term in the analysis of sources, alongside other critical thinking concepts like value judgement, bias, fact, opinion and prediction.

(d) Large majority of the candidate responses compared both statements explicitly (Kim's and Sumins), and discussed issues relating to evidence, language, knowledge claims and expertise. Some of the candidate responses also addressed the reasons and values within each statement.

Downloaded from eduresourceza.com

Cambridge Assessment International Education
© 2020

Downloaded from eduresourceza.com

The most successful responses presented well supported judgements about the arguments with a clear assessment of the value of each statement. This included coherent, structured evaluation of how well the argument worked with a focus on reasons and evidence, with a range of points about knowledge claims, consequences and values for both statements. These responses were usually balanced with a clear conclusion. The statements were also quoted explicitly and material from the statements was used directly in the response as evidence to support candidate's opinion.

In the less successful responses, the discussion lacked support and tended to be mainly asserted with little clarity of argument. These responses often focused on issues rather than reasons, knowledge claims, evidence, consequences or values. There was also very little or no overt evaluation seen.

Centres should encourage candidates to frequently practice comparing and evaluating sources. This should involve a consideration of the reasons and evidence used to support the argument or perspective in the source.

Question 4

In this question, candidates were asked to evaluate the argument that young people need to be protected from the internet because it is harmful. Candidates were asked to justify their views using material drawn from the sources as well as their own experience and evidence.

There were many thoughtful discussions of the view seen. However, some of the candidate responses often described their opinions in a generalised and asserted way.

Most of the candidate responses suggested that protection from the internet was not justified due to the potential benefits for young people that outweighed the dangers.

The most successful responses often were well supported, gave logical reasoning and made clear judgements about the issue. A clear, balanced assessment or conclusion was also seen, as these responses linked the argument back to the issue.

Responses that achieved lower marks were often generalised, lacked relevance to the issue and simply described their own opinion about the internet. Arguments were often unsupported and asserted.

To help candidates prepare for successfully answering this type of question, centres should encourage candidates to regularly practice writing extended essays in which they contrast and compare different perspectives or potential actions in response to an issue. This would help candidates to analyse and evaluate the strengths and weaknesses of the reasons and evidence that supports and justifies the perspective or action.

Downloaded from eduresourceza.com

© 2020

Downloaded from eduresourceza.com

GLOBAL PERSPECTIVES

Paper 0457/02
Individual Report

Key messages

- Candidates should be reminded that **perspectives** are the main focus of the Global Perspectives Individual Report (IR).
- Candidates should be aware of and fully understand the requirements of the IR as indicated by the **assessment criteria**. These are clearly set out in the mark scheme.
- Candidates should be encouraged to formulate a question that focusses on **one issue**.
- Candidate response must focus on **different perspectives** on their chosen issue.

General comments

For this component, candidates choose a topic from the list provided in the syllabus. They ask a question about a relevant issue, research different perspectives (global and national/local) on their issue and present these perspectives with relevant supporting information. Candidates analyse and compare the causes and consequences of their issue. They propose and develop a course of action to help resolve their chosen issue. They evaluate the sources of information they have used to support their argument. Finally, candidates reflect on their personal perspective and how this has been impacted by their research and the perspectives explored.

Candidates cite all material they use and provide references for all the sources used in their report. They present their report in essay form (continuous prose), in a Word document and should write between 1500 and 2000 words.

Candidate responses included appropriate and developed evaluation of sources more commonly than in the previous examinations. Many of the candidate reports cited their sources and provided accurate references.

There was an increase in the number of well-structured essays that explored clearly defined issues. Fewer candidates wrote about a general topic area rather than addressing a specific issue.

The most successful reports showed a clear understanding of all the requirements for this component. The reports were clear and about the issue at hand. Responses were well-structured and logical, and explicitly presented several different well-supported perspectives, including at least one global and one national perspective on the issue identified in their question.

The reports gave a full explanation of the causes and consequences of the issue, comparing the different causes and/or the impacts in different places or on different groups of people. Any courses of action proposed included full details of how they would be carried out, by whom, and what their impact would be. The course of action proposed was directly relevant to the issue, and or the main cause, or the worst consequence of the issue.

Candidates reflected on their own perspective and how it had been formed or changed by the findings of their research, other people's perspectives, different causes, consequences and the sources they had found to back up the different perspectives. Majority of the candidates answered their own question and did not lose focus on the central issue.

Downloaded from eduresourceza.com

© 2020

Downloaded from eduresourceza.com

Comments on specific assessment criteria

Assessment Objective 1: Research, Analysis and Evaluation

Information from different perspectives

The most successful reports responded to **a clear question** about **a single global issue**. This enabled candidates to present clear global perspectives, national perspectives and their own perspective on this issue.

Philosophical questions or questions asking '*How?'* or *'To what extent?'* led to limited or descriptive responses. Questions with very wide topics led candidate to focus on several issues in little detail. This limited the quality of their analysis and explanation. This type of candidate responses also presented their own perspective in their conclusion, with no other perspectives given at all.

The most successful reports show a clear understanding of perspectives.

For this component, **a global perspective** is a viewpoint, an attitude to, an opinion, or a feeling about the **global** issue raised in the question. It should be clear in the report whose perspective this is – a quote from the relevant person or organisation should be attributed to them. Information should be presented to explain the perspective and support it. Similarly, **a national perspective** is a national viewpoint on the issue presented, or an opinion, or a feeling about, or an attitude to the national situation. Again, it should be clear whose perspective is being presented, either by paraphrasing or quoting the person or organisation with a clear attribution. The perspective should be clearly presented with supporting information to explain it.

Some of the less successful reports did not present different perspectives on the issue, but instead presented information about different places, and/or unsupported viewpoints and opinions. Some of the reports started, with a general opinion, that technology has negative impacts on teenagers, and presented illustration and description, with no evidence of research of other perspectives.

Some of the other less successful reports presented some developed and explained perspectives, but these were not relevant to the issue chosen by the candidate, and only indirectly connected to the question. For example, a candidate asked a question about the impact of the US – China trade war on Africa – however, instead of presenting perspectives centred on the impact on Africa, they described US attitudes to China and Chinese attitudes towards the US.

Some of the least successful reports simply presented a range of National Perspectives from two or three countries and labelled this as Global Perspective.

Some of the least successful reports also presented a general topic with 2 or 3 sub-topics (often labelled Issue 1, Issue 2, Issue 3). This type of reports did not present perspectives explicitly and, because they were discussing multiple topics, did not address them with the required criteria in any depth or detail.

Analysis and comparison of causes and consequences

Most of the reports detailed and explained the consequences of the chosen issue. However, some did not explain the causes of the issue. Where a global issue has not been identified, or where descriptive essays were written, most of the responses did not identify or explain any causes or consequences.

The more successful reports compared different causes of their central issue. They explained which were the more important, or main causes, and/or explained how and why there were different causes in different countries or regions. This type of responses also compared the consequences (sometimes labelled impacts or effects) explaining which consequences were the most serious, and/or why there were different consequences for different groups of people, or different places or different situations.

The less successful reports did not compare causes and consequences explicitly, though some identified the main or the most important cause or consequence.

Downloaded from eduresourceza.com

Cambridge Assessment International Education
© 2020

Downloaded from eduresourceza.com

Course(s) of Action

The most successful reports identified one developed and focused course of action. They explained the course of action, including its implementation (e.g. who would do it and details of how it would be done) and gave a clear explanation of the likely impact of that course of action.

In some cases, candidate responses successfully outlined a course of action already in place in another part of the world and suggested how it could be adapted to be carried out in their own country, again, giving details of who could do it, how it could be implemented, and what the impact might be.

The less successful reports described solutions already in place, but did not explain how these solutions might be applied to their specific issue or in other countries. Some of the candidate responses either explained how the course of action might be implemented or what its impact might be, but not both.

The least successful responses provided a list of actions that might be taken, but with no further details.

Some of the reports did not identify an issue – instead they presented general information about a topic. Without a problem identified, such responses could not suggest a course of action to address it.

Evaluation of sources

The most successful reports showed a clear evaluation of sources used. Responses evaluated the sources using different criteria with an explanation of the impact of the quality of sources on the candidate's thinking or work.

Candidates should be encouraged to provide at least 3 **different** points of evaluation on more than one source used, to fully achieve this criterion.

Some of the less successful reports mentioned evaluative criteria, such as expertise or bias, but did not explain them, or link them to the issue, or consider their impact on the research findings or conclusions.

The least successful reports presented a section labelled 'Evaluation of Sources', but only described the sources in general terms and did not evaluate them, or evaluated their own research rather than their sources.

Some of the candidate responses did not attempt to evaluate any of their sources at all.

Assessment Objective 2: Reflection

The most successful reports had a clear section of reflection on the candidate's own perspective, on their research findings, and on the perspectives they had explored. The responses clearly explained how candidate's own perspective had developed, been changed or impacted by others' perspectives and by the information they had gained about the issue. It included a clear conclusion/answer to their question based on research findings and other perspectives.

The less successful reports explained what the candidate thought and why, and mentioned their research, but did not explain how the research had impacted their own conclusions or their perspective. This type of responses often stated the candidate's opinion without any explanation or justification.

The least successful reports did not give any reflection, i.e. did not mention the candidate's own opinion, perspective or attitude to the question they asked.

Downloaded from eduresourceza.com

Cambridge Assessment International Education
© 2020

Downloaded from eduresourceza.com

Assessment Objective 3: Communication

Structure of the report

Candidates are required to write their report in an essay form. Their argument should be planned, logical and follow a clear structure to answer their question. They should include all required criteria.

The most successful reports were easy to follow with a clear argument, that progressed from an introduction, through all the required criteria to a reflective conclusion, and used the full available word count. The reports started with different perspectives on the issue and kept those focused throughout. The arguments were controlled and did not lose contact with the question, the central issue or the research findings.

The less successful reports did not focus on one issue or the required perspectives. This type of responses often selected several separate issues and presented general information about them, without focusing on a central argument. Some of the responses included information that was not relevant to the question and commonly moved from discussing one topic to another instead of developing the argument from an introduction, through all the required criteria, to a reflective conclusion.

The least successful reports often provided a series of headings with some facts and figures on the topic area, with no clear flow of any argument, and sometimes with no reflection or conclusion.

Some of the responses showed little evidence of any research, with the candidates' opinions and views presented in a philosophical argument rather than a structured essay on their research.

Clarity of arguments, perspectives and evidence

The most successful reports clearly identified the required criteria and presented them in separate paragraphs, or by using sub-headings. This type of responses showed a clear understanding and presented the required elements explicitly.

The least successful reports showed little awareness of the requirements for this component. Candidate responses presented information in a generalised way. Many discussed their question without presenting any perspectives, causes and consequences. Some of the responses had no clear issue identified, and so no course of action, with no reflection on their research findings or evaluation of sources.

Some of the candidate reports were in a form of general philosophical essays on their topic. Others presented their own thoughts on their question without any evidence of research.

Some of the candidate responses presented information gained from primary and secondary research and did not process or discuss it further.

Citation and referencing

The main concern in terms of referencing in the IR is identification of material used by the candidate.

All candidates should understand the requirement for **complete in-text attribution**. They should be aware that if they present material as their own when they have found it in other sources, this is considered to be plagiarism.

There is no one fixed method of citation or referencing for this component. **Any clear and consistent method is acceptable.**

In-text attribution: candidates can use bracketed citations, or numbering, or in-text referencing, to indicate where they have used sources. Complete references must be included somewhere in candidate's response – either footnotes, endnotes, or in-text references (for ease of reading and control of word count, numbers or brackets may be more manageable).

References: references should include author, date and title of publication for books or magazines. Online materials should include **at least** the full URL leading to the document, not just to a website, and date of access.

Downloaded from eduresourceza.com

© 2020

Downloaded from eduresourceza.com

The full reference list/footnotes/endnotes should be clearly linked in one clear, consistent and logical way to the in-text attribution (one set of numbers, or alphabetical order). They should be clearly organised and easy to find.

Additional comments

Candidates should be encouraged to select topics that allow for a range of perspectives and where they can find sufficient research material that is up-to-date and concerned with present day global issues.

Where candidates select topics about which they have their own very strong opinions from the outset, the responses sometimes present unbalanced, descriptive or polemical essays, and do not cover the required criteria for the component.

The most successful reports selected a topic and issue of interest, which was approached with an open mind and considered different perspectives in order to come to their own conclusions.

Downloaded from eduresourceza.com

© 2020

Downloaded from eduresourceza.com

GLOBAL PERSPECTIVES

Paper 0457/03
Team Project

Key messages

- All members of a team must be awarded the same mark for the three team elements (Outcome, Explanation and Collaboration).
- Candidates should choose an issue to focus on, carry out research into different cultural perspectives on the issue, and then use their findings to decide on an aim and an Outcome to achieve the aim.
- The Reflective Paper requires candidates to present their own research findings which means that although the team may work collectively for much of the time, it is expected that each individual team member will each carry out some individual research into the issue.
- Candidates should keep an ongoing reflective log of their own ways of working and their work as a part of the team.
- Teachers should steer candidates away from topics/issues that could be sensitive locally.
- Schools should note that there is a Guidance Document for Team Project on the School Support Hub, listed under planning your teaching.

General comments

Team Projects

The most successful projects involved raising awareness of different cultural perspectives on an issue of local concern and changing the behaviour or perception of others in relation to the issue. Candidates chose a variety of issues on which to focus their projects. Under the topic of *water, food and agriculture*, some candidates focused on the problem of wastage in school food and developed activities showing how waste could be reduced, using websites to communicate their messages. Under the topic of *disease and health*, some teams focused on raising awareness about the increase in support available to teenagers with a mental illness, while others looked at mindfulness and organised yoga sessions in school and in the community. Under the topic of *sport and recreation*, some teams focused on bringing sporting activities to a local group of children, while others looked at developing and promoting exercise programmes to encourage students to exercise more regularly.

Outcomes were varied and included videos, school seminars, leaflets, yoga sessions, fundraising events and posters. As was to be expected, there were teams who were unable to carry out their plans as fully as they wished. Those who handled this most successfully used having to adapt their plans as part of their evaluation.

Less successful projects tended to give general information about a topic or an issue, without explicitly referring to different cultural perspectives on the issue. The evaluations of these team projects usually made it clear that learners had been but little involved in choice of topic or team members.

Team Elements: Outcome, Explanation and Collaboration

AO3 Communication: Outcome and Explanation

In the most successful projects, the Outcome clearly demonstrated an action taken by the team to achieve their aim. The Outcome also clearly communicated different cultural perspectives on the issue; that is to say, different views or opinions on the issue from people in different countries, or from different groups within one country such as young/old, urban/rural, wealthy/poor, etc.

Downloaded from eduresourceza.com

© 2020

Downloaded from eduresourceza.com

In less successful projects, the Outcome was often not an action taken to achieve the aim but instead an information gathering activity (e.g. a video of interviews being undertaken) or a description of other activities relating to the project process (e.g. a video of candidates talking about what they have done). In other projects, the Outcome was a PowerPoint Presentation or video that was developed to achieve their aim, but did not include different cultural perspectives on the issue (e.g. an information leaflet simply giving facts about the issue or subject, e.g. an illness, in order to inform or raise awareness).

Guidance: Interviews carried out to gather views/perspectives cannot be an Outcome in themselves. The Outcome should be a product developed to achieve the team's aim. The process of how initial research led to identification of the aim and the development of the Outcome should be made clear in the Explanation. There should be communication of different cultural perspectives in the Outcome, and some discussion of how the research into these different perspectives has informed the Outcome should be part of the Explanation. In successful projects, candidates have usually planned ways of assessing how far their Outcome met their aim before undertaking the aim. For example, a questionnaire or feedback form for the audience.

Example: The following example is drawn from the work of a team who chose the topic of *migration* for their project, which focused on perspectives around the topic in one country. The team carried out research to identify how different cultural groups locally responded to immigrants in their area, including in their own school. During their research, they learned about where immigrants had come from and for what purpose they had made the journey. They found out about what people from different walks of life thought about immigrants and their lives. The team's aim then became to challenge what the international press was saying, using interview snippets and survey findings to identify support for immigrants. The presentation was put together virtually and shared within the school community. They surveyed school pupils to find out their thoughts and learning from the presentation. This is an example of a project that addresses a specific problem and tries to solve it.

AO3 Collaboration

Teachers must award a mark for how well the team have worked together to complete the project. All members of the team must be given the same mark and teachers should take into account how well team members have worked together over the course of the project, including how well they have communicated with each other, solved problems, resolved conflict and divided work fairly between the team. This mark should be informed by teacher observation of teamwork and questioning of team members individually and collectively. We do not need explanations of how this mark was arrived at.

<u>Personal Element:</u> Reflective Paper

AO1 Research, Analysis and Evaluation

The most successful candidates provided direct evidence of the impact of their Outcome in achieving their project aim. For instance, in a project looking at mindfulness, a survey was conducted to assess the extent to which posters and yoga sessions had changed student behaviour. They had a percentage success rate and feedback about why others had made no changes to their behaviour. Where the aim is to raise awareness about an issue, a survey of the target audience before and after the awareness-raising session was often used successfully to show how far the Outcome was successful in achieving the aim. The very best responses also then made suggestions of ways in which the Outcome could be improved, drawing on the weaknesses identified.

Less successful responses often simply described the Outcome and the process by which it was produced. Where there was evaluation, these responses explained only weaknesses or strengths. Examples used were often about which team member took what actions, rather than details of the Outcome that were felt to support the team in meeting its aims and aspects that did not. Suggestions for improvement were not linked to any of the weaknesses that had been identified.

Only the best responses were really successful in evaluating their own work processes, though others are able to evaluate how successful their individual research has been. Successful responses evaluated processes such as time management; for example, giving reasons why they failed to keep to their research schedule. Other successful responses evaluated their research technique: '*I was researching into access to drinking water and I made use of a few general websites about the importance of water. However, later I found that there were specialist sites on environmental issues relating to water pollution, and I would have gained more relevant information if I had used these*'. The most successful responses included examples to illustrate and develop their points of evaluation; for example, an illustration of something that they were

Downloaded from eduresourceza.com

Cambridge Assessment International Education
© 2020

Downloaded from eduresourceza.com

unable to achieve due to their failure of time management, such as a section of the video that had less evidence to support its claims. The most successful suggestions for improvement to both the Outcome and own work processes also drew on evaluation of weaknesses in these areas.

More commonly, candidates were unclear on the difference between 'strengths/limitations of own work processes' and 'strengths/weaknesses of own performance as a team member'. Other candidates who were able to evaluate did not do this in a balanced way, focusing on just strengths or just weaknesses of their work processes. Candidates should be reminded that no work is so good that it cannot be improved, or so weak that it has no strengths.

Guidance: Rather than give candidates headings from the assessment criteria, give them questions that encourage evaluation. For example: '*How did your work processes/time management affect the project?*', '*How effective was your research in satisfying the aims of the Outcome?*', '*How well did your Outcome meet your aim?*', '*Which elements of the Outcome were more or less successful?*', '*How could you improve the Outcome to better meet the aim*', '*How would you improve your work processes if you had to complete the project again?*'

AO2 Reflection

This assessment objective requires candidates to reflect on the overall benefits and challenges of working in a group situation, as opposed to working alone and they need to provide specific examples drawn from their experience to illustrate their reflections. In the best responses, candidates commented that sharing work allowed the team to achieve more in a shorter space of time; or that it provided a greater pool of skills to draw on (giving examples from their project). Challenges of working in a team that were commonly mentioned include difficulties of communicating with other team members, organising meetings, dividing work equally and keeping all members on task. Some candidates began by knowing that they worked best alone, only to find that it was more effective to have different ideas to listen to. In the very best responses, candidates explained how these benefits and challenges impacted upon their project.

Less successful responses simply listed who did what in the team, or, often, which team members failed to do tasks that were assigned to them.

Reflection on the strengths and weaknesses of own performance as a team member is concerned with those things the individual does that either move the team forward or hold it back. It is about the individual's impact on the team as a whole. There were candidates who produced effective reflections. As a weakness, a candidate reflected that: '*I am not a confident speaker, so I let the others do all the group leading in seminar sessions and this meant that I missed out of an opportunity that I may not get again*'. Giving balance, another candidate reflected that: '*I am really interested in making videos and am familiar with many different types of software, so I was able to use my expertise to make the video quite quickly, which gave each of us more time to edit the content*'.

Less successful work focused only on a role in the team, identifying what work had been done, or what difficulties had prevented work from being completed.

Guidance: Candidates could be given a reflective log to record examples while they are completing the project. This could include examples of when working as a team helped them to achieve something positive; when working as a team was difficult, and why; when they did something positive to help the team achieve their goal; when their performance had a negative effect on the team. Some centres have indicated that they are giving classes time to write sections of the Reflective Paper as they progress through Team Project, e.g. to evaluate the Outcome soon after the event at which it was shared.

In reflecting on what they have learned about different cultural perspectives, candidates should not just consider what they have learned, but should think about whether and how their learning has made them think differently about those cultures or has changed what they do or how they behave. In other words, what impact this learning has had on them. For instance, from the research into the effect of parental ambition on learner health, learners found that achievement often fell when too much pressure was put onto learners and rose when learners were trusted to want to achieve and invited to share their academic progress with parents, giving them a need to take the message home.

There are two elements to reflecting on overall personal learning. Candidates should consider what they have learned about the issue or topic, as well as what personal or practical skills they have developed through completing the project. For instance, having investigated the issue of food poverty in their country, a candidate might conclude that while there is sufficient food in the country for everyone to avoid hunger, food

Downloaded from eduresourceza.com

Downloaded from eduresourceza.com

wastage is a major issue and there are a number of ways that this could be improved. On learning of personal or practical skills, a candidate might say, '*I worked with a team that gave a presentation to a year group of 100 children and I learned to overcome my fear of public speaking because I knew the team were relying on me*'; or '*I learned how to use video editing software to help my team produce an effective Outcome and I will be able to use this skill in future projects*'.

Guidance: The Team Project is a piece of work that spans several weeks. It would help candidates reflect and record notes throughout the process on what they have learned about different perspectives, the topic/issue, working as a team and their own skills and abilities.

AO3 Communication

This assessment objective requires reflective reports to flow meaningfully with signposting and linking making sense of the flow of ideas. For instance, it should not be difficult to follow which paragraphs are about own work processes and which are about strengths and limitations of working as a team member.

It is expected that each member of the team will have been involved in some personal research towards to the work overall. These personal research findings need to be clearly flagged up in the Reflective Paper. For instance, through a combination of primary and secondary research, one team member might have found out what diseases were prevalent in their local area; their causes and possible methods of prevention; while other team members looked into the situation nationally and internationally so that they could make comparisons and draw conclusions or carried out a local survey to gain local perspectives. The Outcome in this case might be a series of posters targeted at a particular audience aimed at raising awareness about a disease, perspectives on it and guidance about limiting its spread. The candidate who had researched the situation locally would then explain what they had found out about their local situation and how this was reflected in the Outcome.

Where this individual research has involved secondary research, candidates must include citation and referencing. This referencing should be included in the Reflective Paper and detail the author, date, title, URL and date accessed for all sources used, in a consistent format.

Teacher Assessment

In schools where there are several teaching groups led by different teachers, it is helpful if the teachers share an understanding of the mark scheme applied to Team Project before teaching begins. Learners benefit from understanding the mark scheme as well.

The Individual Candidate Record Cards (ICRC) must be completed by teachers. Teachers are requested to comment on the ICRC. Teachers are reminded that they must include comments on the ICRC to support/explain the marks awarded and they should use the wording from the assessment criteria level descriptors when formulating these supporting comments. Changes made through internal moderation should be explained through the wording on the ICRC. Any internal moderation should be completed before these final marks are submitted, so that marks on the ICRCs, the CASF and the marks submitted to Cambridge International are all the same.

Assessment decisions are more frequently falling in line with Cambridge agreed standards. Where differences are found it is often where there are missing elements in the work that have not been taken into account. Missing elements should be awarded a zero and marks for that assessment criterion adjusted downwards as appropriate. Evidence of personal research, evaluation of own working practices and suggested improvements to the Outcome and working practices are the elements most likely to be missing.

Downloaded from eduresourceza.com

Cambridge Assessment International Education
© 2020