

**MARK SCHEME for the May/June 2010 question paper**  
**for the guidance of teachers**

**0457 GLOBAL PERSPECTIVES**

**0457/03**

Paper 3 (Written Paper), maximum raw mark 100

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 must be read in conjunction with the question papers and the report on the examination.

- CIE will not enter into discussions or correspondence in connection with these mark schemes.

CIE is publishing the mark schemes for the May/June 2010 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

<b>Page 2</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2010</b>	<b>0457</b>	<b>03</b>

### Section A

**1 (a) Explain, in your own words, why some people think that patriotism is a bad thing. [5]**

Mark according to levels of response:

Level 0 No creditworthy material.

Level 1: (1–2 marks) Basic Response.

Re-use of stimulus material with little or no adaptation or explanation / the explanation is implied but not clarified.

Level 2: (3–4 marks) Reasonable Response.

An explanation which makes use of less relevant examples from the source documents.

Level 3: (5 marks) Strong Response.

A convincing explanation which EITHER makes strong use of examples from the source documents OR introduces relevant new examples.

**(b) Explain, in your own words, why some people think that patriotism is a good thing. [5]**

Mark according to levels of response:

Level 0 No creditworthy material.

Level 1: (1–2 marks) Basic Response.

Re-use of stimulus material with little or no adaptation or explanation / the explanation is implied but not clarified.

Level 2: (3–4 marks) Reasonable Response.

An explanation which makes use of less relevant examples from the stimulus material.

Level 3: (5 marks) Strong Response.

A convincing explanation which EITHER makes strong use of examples from the stimulus material OR introduces relevant new examples.

**Exemplar candidate answers for Q1 (a) or (b):**

Basic Response

*The world is too big. One cannot feel a sense of belonging to the whole world. Children need to learn and identify places with, learn to be proud of the history of their country.*

Reasonable Response

*Patriotism is though to be a bad thing because it can lead to close minds, mostly causing conflicts and different problems in does countries that don't think for the best of the world, just for their wealth and victory.*

Strong Response

*Patriotism can be bad because it can cloud your judgement. You may attack neighbouring countries in the name of patriotism to get their resources. Other people may hate your country and whenever you go abroad you maybe mistreated for what your government did.*

<b>Page 3</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2010</b>	<b>0457</b>	<b>03</b>

**2 How could you find out whether patriotism is more likely to lead to war or bring peace?**

- (a) Suggest a research project that would help you to find out whether patriotism is more likely to lead to war or bring peace. [3]**

e.g. teach children in some countries to love their country, and teach children in other countries to be world citizens and not love their countries.

0 marks – no creditworthy material.

1 mark Basic Response.

Comment which indicates some sort of research project which might help.

2 marks Reasonable Response.

Attempt to outline a research project which might help.

3 marks Strong Response.

Clearly outlined research project which would help.

- (b) Explain how this research project would help you to find out whether patriotism is more likely to lead to war or bring peace. [3]**

e.g. We would be able to watch the consequences of teaching children in different ways and see what happened over time.

0 marks – no creditworthy material.

1 mark Basic Response.

Basic statement of relevance (or which hints at relevance).

2 marks Reasonable Response.

Explanation of how this research project could help find out whether patriotism would be more likely to lead to war or peace.

3 marks Strong Response.

Considered explanation of how this research project might be helpful, which considers 'what if' scenarios (if this, then that ...).

- (c) Explain some difficulties you might have with your research project. [4]**

e.g. It would be hard to keep the populations separate because of world technology. It would be hard to control what parents were saying to children, etc.

0 marks – no creditworthy material.

1 mark Basic Response.

Some indication of a possible difficulty.

2–3 marks Reasonable Response.

Attempt to outline some possible difficulties.

4 marks Strong Response.

Considered discussion of possible difficulties with understanding of some subtlety / ambiguity.

<b>Page 4</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2010</b>	<b>0457</b>	<b>03</b>

**Exemplar candidate answers Q2 (a), (b) and (c):**

Basic response

- (a) We should make a project based on countries who usually are on wars and see if people if they are taught about patriotism or not.*
- (b) It will give us a number / amount of people who learn about patriotism and will show if patriotism is most likely to lead to patriotism or not.*
- (c) It could be that we might encounter some difficulties while trying to find the right people to ask for.*

Reasonable Response

- (a) A research project to interview, ask different views from for example, the local people, countries leaders in different countries etc. To ask them what do they think about it.*
- (b) This research project would help me to understand more about patriotism, and I will know if patriotism more likely to lead to war or bring peace because patriotism is all about people to the country.*
- (c) It might be difficult to ask for an interview of leaders, and some people don't know what patriotism is so it is hard to ask for opinions and views.*

Strong Response

- (a) Over time, you could teach a group of children to love their country. Then after a few years, say four, you could present them with different global scenarios, which conflict has potential to arise from, and then ask them how to respond.*
- (b) If the majority of children decided that a military response was the solution, one could conclude that patriotism leads to war. But if the majority chose peaceful solutions, we could conclude that patriotism may help in bringing about peace.*
- (c) Obviously, despite what you teach children, they may develop contradictory views, therefore making the research inaccurate.*

Page 5	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0457	03

- 3 (a) Find and write down one opinion given by Professor Fofanna. Explain why you think it is an opinion and not a fact. [3]

1 mark for opinion.  
2 marks for some explanation.  
3 marks for strong explanation.

- (b) Leppe says:

**'But the world is so big, one cannot feel a sense of belonging to the whole world. Children are very small and need to learn about small places first, places that they can identify with. First they need to learn about their families, then about their local area and then about their nation. They need to learn to be proud of the history of their country. It is part of the history of who they are.'**

**How convincing is this part of Leppe's reasoning?**

**In your answer you should:**

- **consider one of the claims she makes;**
- **consider one of the values she holds;**
- **use examples of her words and phrases to support your point of view.** [6]

Leppe's reasoning is quite but not totally convincing. The claim that one cannot feel a sense of belonging to the whole world has some merit, because people do tend to identify with smaller groups rather than with the whole of the world. But it is quite extreme. Even if we don't at the moment, it might be possible to educate children to be more global citizens. It is possible that children could learn about their families, their local area and the world instead of a country. Leppe asserts the value that 'they need to learn to be proud of the history of their country' but doesn't really give us any reason to believe this. This is a problem because the point for discussion is precisely whether we should teach children to love their country.

Mark according to levels of response:

Level 0: no creditworthy material.

Level 1: (1–2 marks) Basic Response.

EITHER simple opinion followed by paraphrase of or (dis)agreement with the text OR an undeveloped point which hints at an evaluative point OR stock, pre-learned phrases which are not well applied to this particular argument.

Level 2: (3–4 marks) Reasonable Response.

EITHER justified agreement or disagreement with the argument OR some evaluative comment relating to the quality of this particular argument which might offer some support to a conclusion about how convincing it is.

Level 3: (5–6 marks) Strong Response.

A structured response which uses evaluation of the quality of this particular argument to support a conclusion about how convincing it is.

Page 6	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0457	03

- (c) Maalouf says, 'One country will celebrate a mighty empire and economic success ... Another country's children will learn to see themselves as servants of the mighty country.'

Do you think this is a likely consequence of teaching history to children? Give reasons for your point of view. [6]

Mark according to levels of response:

Level 0: no creditworthy material.

Level 1: (1–2 marks) Basic Response.

Candidates restate material from the stimulus material.

Level 2: (3–4 marks) Reasonable Response.

A response which gives a clear statement of opinion supported by an attempt at reasoning based on the likelihood of the consequence following from teaching children history.

Level 3: (5–6 marks) Strong Response.

A structured response which gives clear and persuasive reasons based on the likelihood of the consequence following from teaching history and includes some awareness of ambiguity / the balance of probability / what if reasoning.

### Exemplar candidate answers for Q3 (b) and (c):

#### Basic Response

- (b) *Argument is very convincing. She stated 'world is big' and 'children are very small,' then expanded on the children will learn about their nations just like their families. She claims that loving the nation is as important or more important than loving their families. She believes children need to learn to be proud of the history of their country.*
- (c) *I don't think this is a likely consequence of teaching history to children because they shouldn't think that they are servants of the mighty countries they should be proud of it.*

#### Reasonable Response

- (b) *Well in my point of view this argument is not true in my case because I first of all learn about the whole earth, the different planets; then they specify more what is a nation and sense of belonging, but I agree with: 'first they need to learn about their families, then about their local area and then about your nations,' because obviously we learn about our family just by living with them in our daily lives.*
- (c) *In my opinion learning to see ourselves as servants, obviously can lead feeling of servants, because it is what you are being taught and what you learn, because you apply it to your daily life. On the other hand I think that if you receive all this information and take just the important one to make a change in the world, then history is helpful.*

#### Strong Response

- (b) *She does not base her opinion on any facts which really does simply make it an opinion more than anything. She claims that one cannot feel a sense of belonging to the whole world which is not at all true because young children have malleable minds, and if they are taught to love the world then they probably will. It is also clear that she strongly values patriotism and thinks strongly that children should be taught to love their country and be proud of who they are because of it.*

Page 7	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0457	03

(c) *I personally don't think that this would happen because in the modern world, many countries actually rely on each other for resources even if one is richer than the other. Also, with the UN, countries are much more united. However, it is still often the case that people from poorer countries do work for people in richer countries, however I wouldn't say they grow up being ashamed of their country.*

**4 Do you think that children should be taught to be proud of their country? Write an email to the radio station expressing your opinion.**

**In your answer you should**

- **give reasons for your opinion;**
- **use relevant examples to support your opinion (you may use your own experience);**
- **show that you have considered different points of view;**
- **explain why you disagreed with some of these points of view.** **[15]**

Mark according to levels of response:

Level 0: no creditworthy material.

Level 1: (1–5 marks) Basic Response.

May be undeveloped and / or inconclusive. Tends to use statement and exaggeration rather than reasoning, and there is very little support for a conclusion / opinion if given. Mentions alternative perspectives only vaguely or in a confused way. May simply repeat much of the stimulus material without adaptation.

Level 2: (6–10 marks) Reasonable Response.

Provides reasoning which gives some logical support to the clearly stated conclusion / opinion. There may be some exaggeration occasionally. Attempts to consider alternative opinions (although these may not be fully relevant) and explain why the candidate did not accept them (although this may be a simple disagreement or only a partial answer).

Level 3: (11–15 marks) Strong Response.

Clear and structured. Reasoning gives strong logical support to the candidate's conclusion / opinion. Considers relevant alternative points of view and explains why the candidate did not accept them in a way which really answers the points raised.

#### **Exemplar candidate answers to Q4.**

##### Basic Response

*I was listening to the radio the other day and the topic was about patriotism, and I thought it would be nice of me to share my opinion on that. I think that children should be taught to be proud of their country, for, that is where they come from, but of course there should be a limit of proudness. [This is a complete answer.]*

##### Reasonable Response

*I think children should be taught to be proud of their country because people work hard for their countries to make our country gets better and better ... for example, my country has a flood, and my country do their best to save as many people as they can, give food and money to help, then I will be very proud of their country ... but there should be something that we can be proud of, some countries only want to earn money and don't build facilities for people. [This is part of an answer.]*

<b>Page 8</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2010</b>	<b>0457</b>	<b>03</b>

Strong Response

*Children need to be taught to be proud of their country. Their country is the place they are most probably going to spend their life and it is necessary that they are proud of it in order to maintain some order. However, someone might argue that being proud of your country causes a person to hate another that is not his/her own, this leads to conflict. Although that may be true, that is extreme patriotism. There is a big difference between being proud of your country and hating / looking down on one that's not yours ... Some argue that being proud of a country means you support its actions even when they may be unjust and wrong ... it is one thing to be proud and another to approve of all its actions. I think that patriotism is important. My behaviour, culture and views is influenced by my country and to be proud of that country means to be proud of who I am. [This is part of an answer.]*



Page 9	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0457	03

### Section B

- 5 (a) Give **two** ways in which the internet could reduce poverty. [2]

Internet systems make welfare systems more efficient (so there is more money to help the people who need it).

The internet is a useful tool (weather forecasting, etc.).

The internet puts sellers directly in contact with markets.

This all means that people should make more money.

Old technology is getting cheaper, so it will soon be free to poor people.

In the future, some educational material will be free too.

So people in less developed countries will soon receive a good education via online learning.

People will be able to work for any company in the world using the internet, wherever they live.

So companies will use cheaper workers in poorer countries, and these countries will get richer.

Any two. One mark each.

- (b) Give **two** reasons why the internet is unlikely to reduce poverty. [2]

The internet (hardware, software, access) costs money that people don't have.

People spend their time on the internet messaging, etc. (accept gossiping / not working).

Online gossip can't make people richer.

Some people are spending a big proportion (15%) of their income on communications.

Any two. One mark each.

- (c) *yachi38* asks *einar\_norseman* whether poor people are 'people who have nothing or just people who don't have enough?' Explain why it makes a difference what we mean by 'poor' people. [6]

It makes a difference because people who have nothing and can't afford to eat probably can't afford internet access, so *einar\_norseman* might be right that the internet won't reduce poverty. But for people who are poor, but not so poor they have nothing, the internet might be affordable and help them to earn more money.

Mark according to levels of response:

0 marks – no creditworthy material.

Level 1: (1–2 marks) Basic Response.

Comment which relates to the definition of poor people and might imply why this makes a difference.

*e.g. not all poor people have nothing.*

Level 2: (3–4 marks) Reasonable Response.

Attempt to explain why the definition makes a difference, with some reference to the debate about internet access.

*e.g. People with nothing really can't afford the internet. People with not enough might be able to afford it.*

<b>Page 10</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>	<b>Paper</b>
	<b>IGCSE – May/June 2010</b>	<b>0457</b>	<b>03</b>

Level 3: (5–6 marks) Strong Response.

Convincing explanation of why a definition of poor people makes a difference to the debate about the internet.

*e.g. If poor people are only people who have nothing, einar\_norseman is right, the internet is too expensive to help them. But if poor people just don't have enough, the internet might help them to get more. So einar\_norseman would be wrong.*

### **Exemplar candidate answers to Q5 (c):**

#### Basic Response

*It makes a difference because people who have nothing means that they can't even afford their basic needs for example food, water, clothes etc. And people who don't have enough means that they lack of something, they have it but not enough. For example clean water, they haven't got enough clean water, they just have some sometimes.*

#### Reasonable Response

*If we are talking about people with nothing then to be honest they probably are more worried about getting food on the table. However, if it is people without much money then they would probably love to have a computer with internet.*

#### Strong Response

*Because if poor people means people who don't have enough, it means that they have something and they can sacrifice that something to have access to the internet and then the internet may help them to make money. But if it is that poor people are people that have nothing then they cannot even have the possibility to use the internet so there is no way that the internet can help these kind of people.*

- 6 (a) How useful is Dembe's example about people in Madagascar in deciding whether to think the internet will help reduce poverty? Explain your answer, and suggest what else you would need to know. [6]**

It is not very useful because it does not give us any information about what the people are using the internet for, whether it helps them to make any more money, or whether the time they spend travelling would be better spent working.

Mark according to levels of response:

0 marks – no creditworthy response.

Level 1: (1–2 marks) Basic Response.

Comment relating to Dembe's example which might imply whether it is useful or not.

Level 2: (3–4 marks) Reasonable Response.

Attempt to explain why Dembe's example is not very useful in deciding what to think.

Level 3: (5–6 marks) Strong Response.

Convincing explanation why Dembe's example is not very useful in deciding what to think.

Page 11	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0457	03

- (b) India is trying to reduce poverty by ensuring that one young person in each village is able to use the internet. What information would you need to help you decide whether India is likely to succeed in this? [4]

Mark according to levels of response:

0 marks – no creditworthy material.

Level 1: (1 mark) Basic Response.

Answer which might suggest (vaguely or obliquely) what information would be useful with a simple or implied explanation of relevance (or an explanation which is not focussed on the decision about whether the internet is likely to reduce poverty).

Level 2: (2–3 marks) Reasonable Response.

Answer which suggests what information would be useful and explains how it might help the candidate make a decision about whether or not the internet is likely to reduce poverty.

Level 3: (4 marks) Strong Response.

Considered answer which suggests what information would be useful and gives a focussed explanation of how it might help the candidate make a decision about whether or not the internet is likely to reduce poverty, considering 'what if' scenarios.

Note: what if scenarios are **not** sufficient to gain entry into Level 3.

#### Exemplar candidate answers to Q6 (a) and (b):

##### Basic Response

- (a) *Dembe said that some people need to travel to get to the place with internet access, I think it's really useful because it's not convenient for the people, so that that government can help maybe to build libraries so that people can use there.*
- (b) *How many people are in each village, ask them if they are free to use.*

##### Reasonable Response

- (a) *People need to travel for hours for access to internet, which means they may not use it because for the inconvenience. This means the internet access is useless for some people. I need to know how are the people populated and try to suggest placing computers in the area which is most densely populated to reduce travel time of some people. Increasing the number of computers is also effective but may cost more.*
- (b) *How is the government planning to let the young person use the internet, and how should this reduce poverty. If the government do not have a plan, they are likely to fail because the young people from different villages may spend time playing instead of being productive.*

##### Strong Response

- (a) *Dembe's example suggest that internet is not easily available in poorer countries therefore may not be very beneficial to the poor. However, it also suggests that people make use of the internet if they are travelling long distances to use it. It doesn't however say whether it is the poor who travel these long distances and whether they use it at all. Therefore Dembe's example is not very useful.*

Page 12	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0457	03

(b) *You would need to know, firstly and most importantly, whether there is one young person in each village, who is able to read and write. Furthermore you would then need to know the approximate cost of enabling internet access and electricity for each village, and whether India has the economy to pay for this, as the costs would surely be enormous.*

**7 Whose argument is more convincing: that of *kwame77* or *dave\_sunlord*? In your answer you should**

- **consider the claims both web visitors make;**
- **consider possible consequences;**
- **use examples of words and phrases from both web visitors' comments to support your point of view.** [15]

Mark according to levels of response:

Level 0: no creditworthy material.

Level 1: (1–5 marks) Basic Response.

EITHER simple opinion followed by paraphrase of or (dis)agreement with the text OR undeveloped comparison which hint at an evaluative point OR stock, pre-learned phrases which are not well applied to these particular arguments.

(e.g. *kwame77* is more convincing because he gives reasons why the internet can help people out of poverty. *dave\_sunlord* isn't convincing because the internet is never going to be free.)

Level 2: (6–10 marks) Reasonable Response.

EITHER justified agreement or disagreement with the argument OR some evaluative comment relating to the quality of these particular arguments which might offer some support to a conclusion about which is most convincing.

(e.g. *kwame77* is more convincing because he gives good reasons why the internet can help people. It is likely that a consequence of using the weather forecast is that you will plan better, perhaps avoid wind damage. *dave\_sunlord* is not convincing because he talks about extreme consequences.)

Level 3: (11–15 marks) Strong Response.

A structured response which uses evaluation of the quality of these particular arguments to support a conclusion about how convincing they are.

(e.g. *kwame77* is more convincing because his claims are reasonable and it makes sense to say that investing in a tool can help improve productivity. His claim that craftswomen in Nairobi can sell directly to people in New York really does mean that they can make more money – without the internet people in New York wouldn't even know about the people in Nairobi. *dave\_sunlord* is not at all convincing because his claims are exaggerated and he talks about extreme consequences. Just because old technology is getting cheaper doesn't mean it will soon be free.)

Page 13	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0457	03

### Exemplar candidate part answers for Q7:

#### Basic Response

*I think Kwame 77 is more convincing because he said about how internet can help the different people in different ways. Web visitor think that it will help to improve the economy of the place. Although dave\_sunlord's is also very convincing, but I think kwame 77's is more powerful and he said it will help the people in the country. [This is a complete answer.]*

#### Reasonable Response

*I think dave\_sunlord's comment is more convincing. Kwame 77 claims farmers can see the weather forecast, but it can be done with the radio. Craftwomen can not really sell to New York because they need to mail it which may not be safe ... On the other hand, dave\_sunlord's comment ... provided real evidence of free and paid educational materials, suggested realistic ways of reducing poverty. [This is part of an answer.]*

#### Strong Response

*I think kwame 77's argument is more convincing as kwame 77 considers what could happen if all went to plan rather than insisting it will ... Dave\_sunlord claims that 'internet will end poverty' as if it is the only thing needed to end poverty; that internet by itself will end poverty is very unlikely. Dave\_sunlord seems to argue that poor people will use anything free, even if it is unreliable, and that this will help education seems contradictory ... kwame 77's opinion that by putting people halfway across the world from each other in direct contact more business can be done seems correct, but he does not ensure his claim that, 'this all means that people should make more money.' Both have flaws but kwame 77 is more realistic. [This is part of an answer.]*

### 8 Do you think that poor countries with limited resources should invest a lot of money in the internet? In your answer you should:

- give reasons for your opinion;
- show that you have considered different points of view;
- explain why you disagreed with some of these points of view.

[15]

#### Mark according to levels of response:

Level 0: no creditworthy material.

Level 1: (1–5 marks) Basic Response.

May be undeveloped and / or inconclusive. Tends to use statement and exaggeration rather than reasoning, and there is very little support for a conclusion / opinion if given. Mentions alternative perspectives only vaguely or in a confused way. May simply repeat much of the stimulus material without adaptation.

Level 2: (6–10 marks) Reasonable Response.

Provides reasoning which gives some logical support to the clearly stated conclusion / opinion. There may be some exaggeration occasionally. Attempts to consider alternative opinions (although these may not be fully relevant) and explain why the candidate did not accept them (although this may be a simple disagreement or only a partial answer).

Level 3: (11–15 marks) Strong Response.

Clear and structured. Provides reasoning which gives strong logical support to the conclusion / opinion. Considers relevant alternative points of view and explains why the candidate did not accept them in a way which really answers the points raised.

Page 14	Mark Scheme: Teachers' version	Syllabus	Paper
	IGCSE – May/June 2010	0457	03

### Exemplar candidates part answers to Q8:

#### Basic Response

*Yes I do think that poor countries with limited resources should invest a lot of their money in the internet because the internet would, basically help people get money. ... but sometime the internet can ruin your whole life, it can turn your life upside down, if and only if you do not use it in the right way. [This is part of an answer.]*

#### Reasonable Response

*I think that investing in internet technology for all the country could be really useful ... but in my point of view, I think it comes first the health and good education of the country which is also requiring a huge help from the government in most of the countries so I agree with 'how can internet technology help people who cannot afford to buy food or shelter or health care' said by einar\_norseman. Therefore in my opinion the countries should start from this point of helping the health and education ... as kwame 77 said, 'internet can possibly reduce poverty' but is not sure, so it best not to put all over the table by one move. [This is part of an answer.]*

#### Strong Response

*Poor countries should not invest heavily in technology because the money could be put to better use such as educations. Also giving computers to people who are poor will only burden them more because they have to pay monthly payments for internet. In addition, the Govt. of the country will have to spend more money educating this people. Although the internet must be in the country I believe they should be mobile internet cafes to cater for those people who need internet ... the populations health needs can not be sacrificed to the needs of a few who want internet ... [This is part of an answer.]*