



GLOBAL PERSPECTIVES

0457/31

Paper 3 Written Paper

May/June 2016

MARK SCHEME

Maximum Mark: 60

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2016 series for most Cambridge IGCSE[®], Cambridge International A and AS Level components and some Cambridge O Level components.

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1 (a) Identify which type of international crime is growing the fastest according to Source 1. [1]

Indicative Content

Candidates may identify the following type of international crime from Source 1:

- people trafficking
- slavery

1 mark should be awarded for the correct answer.

Further guidance – note that the only acceptable answer is located in Source 1. However candidates may use their own words.

(b) Identify one type of economic crime from Source 1. [1]

Indicative Content

Candidates may identify the following types of economic crime from Source 2:

- fraud
- tax evasion

1 mark should be awarded for a correct answer.

Further guidance – note that the only acceptable answers are located in Source 2. However candidates may use their own words.

(c) Explain which cause of international crime you think has the most significant global consequence(s) from Source 2. [4]

Indicative Content

The following causes of international crime may be identified from the source:

- growth of the internet
- conflict – within/between nations
- large differences in wealth
- increased gap between rich and poor

Candidates may also identify a type of crime and discuss the global consequences; this is acceptable. The types of crime chosen are likely to be found in Source 2 and include:

- financial crime and data theft
- corruption
- illegal immigration
- people trafficking
- terrorism
- war crimes

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

- possible further consequences or effects on society in relation to stability/crime rates
- degree of impact on the amount of crime caused
- degree of impact of the related crimes on individuals/countries/world
- how many people/groups/countries are affected
- increasing cycle of crime
- how widespread the problem is
- how easy to solve
- effects on society generally
- other reasonable response

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

Level of Response and Marks	Description of Level
Level 4: Strong Response 4 marks	Clearly reasoned, credible and structured explanation; may compare different consequences; usually two (or more) developed arguments or a range of undeveloped reasons, clearly linked to the issue.
Level 3: Reasonable Response 3 marks	Some reasoned explanation of why one consequence is most significant; usually one (or more) developed argument(s) suggested with some link to the issue, but may be implicit at times; or several undeveloped reasons.
Level 2: Basic Response 2 marks	Identifies a consequence as significant but argument is weak or not linked to the issue explicitly.
Level 1: Limited Response 1 mark	Simple identification of a consequence but no attempt to justify or the reasoning is not related to the issue.
0 marks	No relevant response or creditworthy material.

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(d) Explain why international crime is an important national issue.

[6]

Indicative Content

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

- the consequences/impact of international crime – e.g. loss of property, physical harm and emotional distress, tensions between countries and reduces economic growth
- the benefits or reducing international crime for individuals, countries and the world
- issues of value and beliefs about rights and responsibilities
- morality – issues of right and wrong from different cultures
- in response to government, United Nations and other NGO aims and goals for citizenship and crime reduction
- economic impacts and reduced growth
- other reasonable responses

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

Levels and Marks	Description of Level
Level 3: Strong Response 5–6	Clearly reasoned, credible and structured explanation of importance; usually two (or more) developed arguments clearly linked to the issue; or three (or more) undeveloped reasons. The national dimension is explicit.
Level 2: Reasonable Response 3–4	Some reasoned explanation of importance; usually one (or more) developed argument(s) with some link to the issue, but may be implicit at times; or two (or more) undeveloped reasons. The national dimension is mainly implicit.
Level 1: Basic Response 1–2	Basic reasoning and explanation; the response is likely to contain simple, undeveloped and asserted explanation, with only one undeveloped point. Arguments are partial, generalised and lack clarity. The national dimension may not be apparent. Lower in the band the arguments are likely to be very generalised, lack relevance to the issue and/or simply recycle/copy material from the Sources without any explanation or development.
0	No relevant or creditworthy material

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- 2 (a) 'We need more prisons and stronger punishments to prevent international crime.' How well does the writer support this point of view? You should consider the strengths and weaknesses of the arguments and evidence in Source 3. [6]

Indicative Content

Candidates are likely to discuss the following evaluative points:

- Strengths
 - some factual evidence is used
 - several different types of evidence are used – opinion, research, expert views, argument from authority
 - the evidence is generally relevant
 - the evidence is related clearly and explicitly to the argument
 - the evidence is used forcefully in a strongly worded argument
 - other reasonable response
- Weaknesses
 - research evidence is partially cited – the date and source are not fully clear
 - level of expertise of the author is not clear and only asserted – may have poor knowledge claims in practice
 - method of research is alleged/unclear
 - there is only a little clear, specific statistical/numerical evidence
 - the evidence is not easy to verify/check from the information provided
 - too much reliance on opinion
 - evidence may be out of date
 - personal testimony/anecdote/values may not apply to other places/countries etc.
 - other reasonable response

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

Level and Marks	Description of Level
L3: Strong Response 5–6	Clearly reasoned, credible and structured evaluation; usually two (or more) developed points clearly linked to the issue, usually with some other undeveloped points; or a range (three or more) of undeveloped points. Evaluation is clearly focussed on the evidence, its strengths and/or weaknesses, and the way it is used to support the claim. A clear overall assessment is likely to be attempted.
L2: Reasonable Response 3–4	Reasonable evaluation mainly focussed on the evidence, its strengths and/or weaknesses, and the way it is used to support the claim. The response may contain one (or more) developed point(s), usually with some other undeveloped points. Some (two or more) undeveloped points may be sufficient. An overall assessment may be attempted.

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L1: Limited Response 1–2	Limited evaluation which is often unsupported and asserted. The response lacks clarity, is partial and generalised. It is likely to contain one undeveloped point only. Answers at this level may repeat source material with little understanding.
0	No relevant or creditworthy material

(b) **‘Many criminals are not afraid of getting caught.’ Explain how you could research this claim. You should consider the types of information, sources of evidence and methods you might use.** **[6]**

Indicative Content

- **Possible Types of Information**
 - compare statistics/information on crime and criminals – for individual countries and globally
 - interview or questionnaire data from criminals
 - interview or questionnaire data from professionals in criminal justice systems – e.g. police, lawyers, judges, etc.
 - expert testimony
 - material from international NGOs and pressure groups linked to justice issues
 - other relevant response

- **Possible Sources of Information**
 - national and local governments and their departments
 - international organisations e.g. United Nations; UNESCO
 - criminal justice experts
 - research reports
 - pressure groups, charities and non-government organisations
 - media and worldwide web
 - other relevant response

- **Possible Methods**
 - review of secondary sources/literature/research/documents
 - interviews
 - interview relevant experts
 - internet search
 - questionnaires
 - surveys
 - other relevant response

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

Level and Marks	Description of Level
Level 3: Strong Response 5–6	Clearly reasoned, credible and structured explanation of ways to research the claim. The response is likely to contain two (or more) developed points, and may contain some undeveloped points. The response is clearly and explicitly related to researching the claim.

Level 2: Reasonable Response	Reasoned and mainly credible explanation of ways to research the claim. The response is likely to contain one (or more) developed point(s), and/or a range of undeveloped points.
3–4	The response is implicitly related to researching the claim.
Level 1: Basic Response	Basic explanation of ways to research the claim. The response is likely to contain one or two simple, undeveloped and asserted points.
1–2	There is little relevance in the response to researching the claim – the methods, sources and types of information are generally not appropriate for the claim being researched.
0	No relevant or creditworthy material

Further Guidance

If methods, sources and types of evidence are simply listed and not related in any way (explicitly or implicitly) to the issue of criminal attitudes to punishment, then the maximum level is Level 1.

3 (a) Identify one opinion in Source 4. Explain why you think it is an opinion. [3]

Indicative Content

An opinion is a personal view or attitude or perspective; a judgement or belief not founded on certainty or proof.

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

- some people believe that we need to stop international crime by making punishments harsher
- I find the counter arguments much more convincing
- if we ensure that people have a decent standard of living, there will be less international crime
- this just encourages more crime
- prison is just like a 'school for criminals'
- there must be greater control and more punishments
- what we need to stop international crime is control of the internet
- more surveillance and monitoring will help to identify terrorists and criminals
- there is no harm in having our personal information seen by the authorities
- I would rather give up some privacy than suffer from crime
- international crime can be prevented by stronger border controls/more checks on passports/less immigration
- we need stronger control and more prisons
- countries need to work together
- other reasonable response

Level and Marks	Description of Level
Level 3: Strong Response 3 marks	The response demonstrates clear understanding of the nature of opinion and applies this accurately to a correct example identified from the Source.
Level 2: Reasonable Response 2 marks	The response demonstrates some understanding of opinion and attempts to apply this to a correct example identified from the Source. The explanation lacks some clarity and accuracy.
Level 1: Basic Response 1 marks	The candidate identifies an opinion from the Source correctly but does not explain the nature of opinion; the response demonstrates very little or no understanding.
0 marks	No relevant response or creditworthy material.

(b) How likely is it that countries will work together to reduce international crime? Explain your answer. [3]

Indicative Content

Candidates are likely to consider the degree to which all countries are likely to work together to reduce international crime. Candidates might explore the impact of the following:

- cultural differences
- issues of status and power
- historical background and past relationships
- different approaches to law and order
- difficulties of coordination
- communication issues
- shared concerns
- economic impact affecting everyone
- role of international organisations in promoting cooperation
- other reasonable response

Level of Response and Marks	Description of Level
Level 3: Strong Response 3 marks	Considered, thoughtful response which clearly demonstrates understanding of courses of action and their likelihood with clear explanation related to the issue and context.
Level 2: Reasonable Response 2 marks	Response demonstrates some understanding of courses of action and their likelihood with some explanation.
Level 1: Basic Response 1 mark	Response demonstrates little understanding; mainly asserted with no explanation.
0 marks	No relevant response or creditworthy material

(c) Whose reasoning works better, Peter or Anna's?

In your answer you should support your point of view with their words and phrases and you may consider:

- **the strength of their knowledge claims;**
- **how reasonable their opinions are;**
- **whether you accept their values and why;**
- **the reliability and validity of their evidence;**
- **other relevant issues.**

[12]

Indicative Content

Candidates are expected to evaluate the reasoning in the two statements and compare their effectiveness. They should make a supported judgement with some explanation about which person has the most effective reasoning.

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Candidates may consider the following types of issue:

- quality of the argument
 - clarity
 - tone – emotive; exaggerated; precise
 - language
 - balance
- quality of the evidence
 - relevance
 - sufficiency – sample
 - source – media; radio
 - date – how recent
 - factual, opinion, value, anecdote
 - testimony – from experience and expert
- knowledge claims
- ability to see
- sources of bias
 - gender
 - political
 - personal values
 - experience
- likelihood of solutions working and consequences of their ideas
- acceptability of their values to others
 - how likely other people are to agree with their perspective/view

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

Level and Marks	Description of Level
L5: Very Good Response 11–12	<p>Clear, credible and well supported points about which reasoning works better. Coherent, structured evaluation of both arguments with clear comparison.</p> <p>The response is likely to contain three (or more) developed evaluative points, and may include some undeveloped points.</p> <p>A clear judgement is reached.</p>
L4: Strong Response 8–10	<p>Clear, supported points about which reasoning works better. Evaluation of how well the reasoning works for both arguments with comparison. The response is likely to contain two (or more) developed evaluative points and may include some undeveloped points.</p> <p>A wide range (four or more) of undeveloped but clearly appropriate points may be sufficient to enter this band at the lower level.</p> <p>A judgement is reached.</p>

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Level and Marks	Description of Level
L3: Reasonable Response 5–7	<p>Reasonable points about which reasoning works better. Some evaluation of how well the reasoning works for one or both arguments with an attempt at comparison. Judgements and evaluative points are likely to be partially supported or asserted.</p> <p>One (or more) developed evaluative point(s), possibly with some undeveloped points; a range (three or more) of undeveloped points may be sufficient to enter this band at the lower level.</p> <p>An attempt is made to give an overall judgement.</p>
L2: Basic Response 3–4	<p>Basic points about which reasoning works better. There may be only one argument considered in any detail, with little attempt at comparison. Judgements and evaluative points are likely to be partially supported and lack clarity/relevance at times.</p> <p>The response is likely to contain two (or more) undeveloped points.</p> <p>A basic judgement may be reached.</p>
L1: Limited Response 1–2	<p>Limited and unsupported points about which reasoning works better. The response is likely to consider the arguments briefly and/or tangentially. There is little clarity. Answers at this level may repeat source material with little understanding or simply agree/disagree with the arguments presented.</p> <p>The response may not contain any clear evaluative points.</p>
0	No relevant or creditworthy material

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4 Do you think that sending more criminals to prison will reduce international crime?

In your answer you should:

- **state your conclusion;**
- **give reasons for your opinion;**
- **use the material in the Sources and your own experience and evidence;**
- **show that you have considered different perspectives and counterarguments.** [18]

Indicative Content

Candidates are expected to argue using reasons and evidence to justify their opinion and judgement about the issue i.e. the effectiveness of prison to reduce international crime

Candidates are expected to use and develop the material found in the Sources, but should go beyond simply repeating or recycling without adaptation. Other material may be introduced but it is not necessary to gain full marks.

Candidates are likely to consider the following arguments as applied to international crime and punishment:

- reference to scale of impact on individual/group/governmental behaviour/actions
- different effects of prison – deterrence vs encouragement
- how long it takes to make a difference
- the effects of cultural differences and beliefs
- barriers to change
- the power of collective action e.g. cooperation between countries over crime
- the difficulties of changing individual behaviour
- the influence of individuals and groups acting locally
- the role of vested interests and power differences
- potential conflict
- difficulties in coordinating globally and across different countries with independence
- cost and access to resources to implement change
- governmental responses and action
- other reasonable response

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

Level and Marks	Description of Level
L5: Very Good Response 16–18	<p>Clear, well supported and structured reasoning about the issue. Different arguments and perspectives are clearly considered.</p> <p>The response is likely to contain a range of clearly reasoned points and/or evidence to support the views expressed, with three (or more) developed points, and some undeveloped points.</p> <p>A clear judgement is reached.</p>

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Level and Marks	Description of Level
L4: Strong Response 12–15	<p>Clear, supported reasoning with some structure about the issue. Different arguments and perspectives are considered.</p> <p>The response is likely to contain some reasoned points and/or evidence to support the views expressed, with two (or more) developed points, and some undeveloped points.</p> <p>A judgement is reached.</p>
L3: Reasonable Response 8–11	<p>Some supported reasoning about the issue. Different arguments and perspectives are included.</p> <p>The response is likely to contain points and/or evidence to support the views expressed, with one (or more) developed point(s), and some undeveloped points.</p> <p>An attempt is made to give an overall judgement.</p>
L2: Basic Response 4–7	<p>Basic reasoning about the issue. Different arguments are included; perspectives, if present, are unclear.</p> <p>The response is likely to rely on assertion rather than evidence but usually contains some undeveloped points.</p> <p>A basic judgement may be attempted.</p>
L1: Limited Response 1–3	<p>Limited and unsupported reasoning about the issue in general. Different arguments may be included.</p>
0	No relevant or creditworthy material