



# Cambridge IGCSE™

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**GLOBAL PERSPECTIVES**

**0457/02**

Paper 2 Individual Report

**For examination from 2025**

MARK SCHEME

Maximum Mark: 60

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**Specimen**

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This document has **6** pages.

**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptions for a question. Each question paper and mark scheme will also comply with these marking principles.

**GENERIC MARKING PRINCIPLE 1:**

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptions for the question
- the specific skills defined in the mark scheme or in the generic level descriptions for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

**GENERIC MARKING PRINCIPLE 2:**

Marks awarded are always **whole marks** (not half marks, or other fractions).

**GENERIC MARKING PRINCIPLE 3:**

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

**GENERIC MARKING PRINCIPLE 4:**

Rules must be applied consistently, e.g. in situations where candidates have not followed instructions or in the application of generic level descriptions.

**GENERIC MARKING PRINCIPLE 5:**

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

**GENERIC MARKING PRINCIPLE 6:**

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptions in mind.

**Assessment objectives****AO1 Research, analysis and evaluation**

- design, carry out and evaluate research into current global issues, their causes and consequences and possible course(s) of action
- use evidence to support claims, arguments and perspectives
- identify and analyse issues, arguments and perspectives
- analyse and evaluate the evidence and reasoning used to support claims, arguments and perspectives
- analyse and evaluate sources and/or processes to support research, arguments and perspectives
- develop a line of reasoning to support an argument, a perspective or course(s) of action.

**AO2 Reflection**

- consider different perspectives objectively and with empathy
- justify personal perspective(s) using evidence and reasoning
- consider how research, engagement with different perspectives and working as part of a team have influenced personal learning.

**AO3 Communication and collaboration**

- select and present relevant arguments, evidence and perspectives clearly and with structure
- present research and include citations and references
- contribute to the Team Project.

**Instructions for examiners**

The total mark for this paper is 60.

The marks for this paper are awarded as follows:

- AO1 Research, analysis and evaluation: up to 40 marks
- AO2 Reflection: up to 5 marks
- AO3 Communication and collaboration: up to 15 marks

[Please note: because Collaboration is not assessed in Component 2, AO3 is hereafter presented as Communication, not Communication and collaboration.]

**Information:**

- Each candidate submits one piece of work: an Individual Report. Each is marked using the appropriate marking tables.
- The Individual Report must be between 1500 and 2000 words. Examiners will not credit material after the 2000-word limit.
- The marking criteria are each presented within five different levels.

**Table A**

<b>Analyses a global issue (AO1)</b>		
<b>Level</b>	<b>Description</b>	<b>Marks</b>
<b>5</b>	Analyses a global issue, establishing the global nature of the issue and presenting relevant supporting information and explanation.	<b>5</b>
<b>4</b>	Analyses a global issue, presenting some relevant information and some explanation.	<b>4</b>
<b>3</b>	Presents some relevant information about a global issue, providing a limited explanation.	<b>3</b>
<b>2</b>	Presents relevant information about the topic. May identify an issue.	<b>2</b>
<b>1</b>	Presents some information that may be relevant to the topic.	<b>1</b>
<b>0</b>	No creditable content.	<b>0</b>

**Table B**

<b>Analyses causes and consequences of a global issue (AO1)</b>		
<b>Level</b>	<b>Description</b>	<b>Marks</b>
<b>5</b>	Analyses a global issue, explaining causes and consequences in depth.	<b>5</b>
<b>4</b>	Analyses a global issue, explaining causes and consequences in depth sometimes.	<b>4</b>
<b>3</b>	Analyses a global issue, explaining a cause and a consequence.	<b>3</b>
<b>2</b>	Describes a cause or a consequence of an issue.	<b>2</b>
<b>1</b>	Identifies a cause and/or a consequence of an issue.	<b>1</b>
<b>0</b>	No creditable content.	<b>0</b>

**Table C**

<b>Analyses different perspectives on a global issue (AO1)</b>		
<b>Level</b>	<b>Description</b>	<b>Marks</b>
<b>5</b>	Presents and explains one global <b>and</b> one national/local perspective on the selected global issue, supporting both with relevant information.	<b>9–10</b>
<b>4</b>	Presents and explains one global <b>or</b> one national/local perspective, <b>and</b> one other perspective, on the selected global issue, supporting both with some relevant information.	<b>7–8</b>
<b>3</b>	Presents and explains one perspective on the selected global issue. Presents some supporting information which is mostly relevant.	<b>5–6</b>
<b>2</b>	Describes different perspectives with little or no supporting information.	<b>3–4</b>
<b>1</b>	Identifies one or more perspectives with no supporting information.	<b>1–2</b>
<b>0</b>	No creditable content.	<b>0</b>

**Table D**

<b>Analyses and evaluates possible courses of action (AO1)</b>		
<b>Level</b>	<b>Description</b>	<b>Marks</b>
<b>5</b>	Presents two possible relevant courses of action, giving appropriate detail of implementation and evaluates in detail their practicality and possible impact. Selects a preferred option and justifies that selection with reference to their analysis of the issue.	<b>9–10</b>
<b>4</b>	Presents two possible relevant courses of action giving some detail of implementation and evaluating their possible impact. Selects a preferred option, with some reference to their analysis of the issue.	<b>7–8</b>
<b>3</b>	Presents one possible course of action, giving some detail of implementation and outlining its possible impact.	<b>5–6</b>
<b>2</b>	Identifies one or more possible solutions with limited detail.	<b>3–4</b>
<b>1</b>	Identifies one or more possible solutions; provides no detail.	<b>1–2</b>
<b>0</b>	No creditable content.	<b>0</b>

**Table E**

<b>Evaluation of evidence and sources (AO1)</b>		
<b>Level</b>	<b>Description</b>	<b>Marks</b>
<b>5</b>	Makes four appropriate and developed points of evaluation of evidence presented <b>and</b> sources used, explaining their impact on the research and the argument.	<b>9–10</b>
<b>4</b>	Makes three appropriate and developed points of evaluation of evidence presented <b>and</b> sources used, explaining their impact on the research or the argument.	<b>7–8</b>
<b>3</b>	Makes two appropriate and developed points of evaluation of evidence presented <b>and/or</b> sources used.	<b>5–6</b>
<b>2</b>	Makes two or more basic evaluative comment/s about evidence <b>and/or</b> sources.	<b>3–4</b>
<b>1</b>	Makes one basic evaluative comment about evidence <b>and/or</b> a source.	<b>1–2</b>
<b>0</b>	No creditable content.	<b>0</b>

**Table F**

<b>Reflection (AO2)</b>		
<b>Level</b>	<b>Description</b>	<b>Marks</b>
<b>5</b>	Answers the question, reflecting on how their own perspective has been impacted by research, learning <b>and</b> others' perspectives.	<b>5</b>
<b>4</b>	Answers the question, reflecting on how their own perspective has been impacted by research, <b>or</b> learning, <b>or</b> others' perspectives.	<b>4</b>
<b>3</b>	Answers the question with some reference to research findings <b>or</b> learning but little reflection <b>and</b> presents their own perspective.	<b>3</b>
<b>2</b>	Answers the question with some reference to research findings <b>or</b> learning with no evidence of reflection <b>or</b> presents their own perspective.	<b>2</b>
<b>1</b>	Answers the question with no reflection.	<b>1</b>
<b>0</b>	No creditable content.	<b>0</b>

**Table G**

<b>Structure and clarity (AO3)</b>		
<b>Level</b>	<b>Description</b>	<b>Marks</b>
<b>5</b>	The report is well-structured, clear, easy to follow and cohesive.	<b>9–10</b>
<b>4</b>	The report is well-structured, clear, and easy to follow.	<b>7–8</b>
<b>3</b>	The report is structured, generally clear and mostly easy to follow.	<b>5–6</b>
<b>2</b>	The report has some structure but is sometimes unclear and difficult to follow.	<b>3–4</b>
<b>1</b>	The report is generally difficult to follow and unclear.	<b>1–2</b>
<b>0</b>	No creditable content.	<b>0</b>

**Table H**

<b>Referencing (AO3)</b>		
<b>Level</b>	<b>Description</b>	<b>Marks</b>
<b>5</b>	Citation and referencing are complete. A consistent method is used. The links between citation and references are clear.	<b>5</b>
<b>4</b>	Citation and referencing are mostly complete. A consistent method is used. The links between citation and references are mostly clear.	<b>4</b>
<b>3</b>	There is some missing citation and/or referencing. Some variation in method is used and some links between citation and references are unclear.	<b>3</b>
<b>2</b>	Citation and referencing are attempted but much is missing. The links between citation and references are unclear.	<b>2</b>
<b>1</b>	Little citation or referencing is used.	<b>1</b>
<b>0</b>	No creditable content.	<b>0</b>