

CAMBRIDGE INTERNATIONAL EXAMINATIONS**Cambridge International General Certificate of Secondary Education****MARK SCHEME for the March 2015 series****0457 GLOBAL PERSPECTIVES****0457/02**

Paper 2 (Group Project), maximum raw mark 60

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

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Group Project – Group Element

Marks are awarded against each assessment criterion using the statements within the bands.

A mark of zero should be awarded for non-creditworthy responses.

Assessment Criteria	Band 1 1–2 marks	Band 2 3–4 marks	Band 3 5–7 marks	Band 4 8–10 marks
Production of a project plan	- the plan is simplistic and lacks detail - the rationale for the project and its aims are unclear - a concrete outcome is not identified or the outcome is vague - timeframes and planned activities are not given or are vague - details of roles and responsibilities are not given or are vague	- the plan is basic with some details - the plan includes a basic rational and a simple aim - a concrete outcome is identified, but it may not be appropriate to the aim - there is some indication of timeframes and planned activities some details of roles and responsibilities are given	- the plan is detailed - a sound rationale is provided and aims are specific - a concrete outcome is identified which is appropriate to the project aim - timeframes are realistic and some planned activities are detailed - roles and responsibilities are clearly defined	- the plan is detailed and well formulated - a well thought-out rationale is provided and specific aims are articulated clearly - a concrete outcome is identified which is well-suited to the project aim - timeframes are realistic and appropriate and details of all planned activities are included - roles and responsibilities are fully defined with some reasoning given

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Representation of different perspectives, including cross-cultural	- research information has not been used to support the outcome - there is limited evidence of cross-cultural collaboration - there is limited awareness of different perspectives	- research information has been used to support the outcome, but with limited effect - there is some evidence of cross-cultural collaboration - there is some awareness of different perspectives	- research information has been used effectively to support the outcome - there is sound evidence of cross-cultural collaboration - there is awareness and appreciation of a range of different perspectives, including cross-cultural	- research information has been used effectively and thoughtfully to support the outcome - there is considerable evidence of cross-cultural collaboration - there is awareness and appreciation of a wide range of different perspectives, including cross-cultural, and these differences are treated with empathy and understanding

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Group Project – Individual Element

Marks are awarded against each assessment criterion using the statements within the bands.

A mark of zero should be awarded for non-creditworthy responses.

Assessment Criteria	Band 1 1–2 marks	Band 2 3–4 marks	Band 3 5–7 marks	Band 4 8–10 marks
Constructive participation in group work/activities	- is usually a passive member of the group - plays a minimal part in group discussions and activities, even when prompted - contributions to group work are not usually constructive - shows little or no support for other members of the group - shows little commitment to the successful completion of the project	- is sometimes an active member of the group - plays some part in group discussions and activities, when prompted - contributions to group work are sometimes constructive - shows some support for other members of the group - shows some commitment to the successful completion of the project	- is usually an active member of the group - needs little prompting to contribute to group discussions and activities - contributions to group work are usually constructive - shows support for other members of the group - shows commitment to the successful completion of the project	- is always an active member of the group - needs no prompting to contribute to group discussions and activities - contributions to group work are always constructive - shows considerable support for other members of the group - shows considerable commitment to the successful completion of the project
Evaluation of project plan and process	- the evaluation is simplistic - the evaluation identifies one strength and/or one weakness in the project plan and/or the process - there are no suggestions for improvement	- the evaluation is basic with some details - the evaluation identifies one main strength and one main weakness in the both the project plan and the process - there is one suggestion for improvement	- the evaluation is detailed - the evaluation identifies some of the main strengths and weaknesses in the project plan and the process - there are a few suggestions for improvement, some of which are well-considered	- the evaluation is detailed and well formulated - the evaluation identifies most of the strengths and weaknesses in the project plan and the process - there are several suggestions for improvement, most of which are well-considered

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Evaluation of project outcome	- the evaluation is simplistic - the evaluation is not linked to the project aims - there is a limited understanding of the successes or failures of the outcome	- the evaluation is basic with some details - the evaluation is not consistently linked to the project aims - there is some understanding of the successes or failures of the outcome	- the evaluation is detailed - the evaluation is consistently linked to the project aims - there is a sound understanding of the successes and failures of the outcome	- the evaluation is detailed and well formulated - the evaluation is consistently and clearly linked to the project aims - there is considerable insight into the successes and failures of the outcome	
Evaluation of individual contribution and learning	- the evaluation is simplistic - there is a limited awareness of personal responsibility in the project - there is little reflection on either the benefits or challenges of working as a group - there is little reflection on own learning from cross-cultural collaboration	- the evaluation is basic with some details - there is some awareness of how own contribution affected the progress of the project - there is some reflection on either the benefits or challenges of working as a group - there is some superficial reflection on own learning from cross-cultural collaboration	- the evaluation is detailed - there is awareness of strengths and weaknesses of own contribution to the project - there is some reflection on both the benefits and challenges of working as a group - there is a sound reflection on own learning from cross-cultural collaboration	- the evaluation is detailed and well formulated - there is considerable insight in evaluating own contribution to the project - there is insightful reflection on both the benefits and challenges of working as a group - there is insightful reflection on own learning from cross-cultural collaboration	