



Cambridge IGCSE™

CANDIDATE
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GLOBAL PERSPECTIVES

0457/12

Paper 1 Written Examination

May/June 2023

1 hour 15 minutes

You must answer on the question paper.

You will need: Insert (enclosed)

INSTRUCTIONS

- Answer **all** questions.
- Use a black or dark blue pen.
- Write your name, centre number and candidate number in the boxes at the top of the page.
- Write your answer to each question in the space provided.
- Do **not** use an erasable pen or correction fluid.
- Do **not** write on any bar codes.

INFORMATION

- The total mark for this paper is 70.
- The number of marks for each question or part question is shown in brackets [].
- The insert contains all the sources referred to in the questions.

This document has **12** pages. Any blank pages are indicated.

Read the information in the insert and answer **all** questions.

1 Study Sources 1 to 3.

(a) From Source 1, identify a country where a high proportion of the population lives in single-person households.

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..... [1]

(b) From Source 2, identify **two** reasons for the growth in single-person households.

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..... [2]

(c) Which reason for the growth in single-person households do you think is the most significant? Explain why.

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..... [3]

(d) Explain why the growth of single-person households is an important national issue.

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..... [6]

(b) 'More people are choosing not to have children than in the past.'

How could you test this claim? You should consider the types of information, sources of evidence and methods you might use.

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[8]

3 Study Source 4.

(a) Identify **one** value judgement from Arthit's statement. Explain why it is a value judgement.

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(b) Malee argues that living alone has many benefits.

(i) Identify **one** fact from Malee's statement.

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..... [1]

(ii) Explain how well this fact supports Malee's argument.

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..... [2]

(c) Which argument is more convincing, Arthit's or Malee's?

Your answer should consider both arguments, and you should support your point of view with their words.

You should also consider:

- the strength of their reasoning and evidence
- their use of language
- the different types of information used.

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Source 1

More people are living alone in single-person households. Living alone is more common in rich industrialised countries. In Norway and Sweden, single-person households, rare a century ago, are about half of all households today. However, the trend is worldwide. Globally, the number of single-person households is higher than at any time in the past.



A household with three generations



A single-person household

Source 2

Reasons for the growth in single-person households	Increased access to higher education and university.
	Living alone is less expensive with cheaper housing in cities.
	People choosing to delay marriage and having children.
	Economic development and increasing wealth make living alone affordable.
	Greater gender equality and female employment increase the independence of women.
	Improved healthcare and people living longer.
	More freedom in personal relationships and lifestyles.

Source 3: The number of single-person households is growing

In the past, most people lived in nuclear families with two married parents and children sharing the same household, sometimes with older generations.

However, evidence from sociological research globally shows that divorce is more common than in the past. Research also shows that in many countries more people are living together before marriage and more people are choosing not to have children than in the past.

An international research company suggested that single-person households will grow globally by 128 per cent from 2000 to 2030.

Research by Furstenberg (2019) shows how changes in family life over the past fifty years in the developed world are spreading to other nations experiencing economic development, technological change, and changes in cultural beliefs. Fifty years ago, 42 per cent of households in the United States were nuclear families; today they are just 22 per cent of households.

Diversity in family life will increase throughout the world.

Extract from a study of family trends, published in Europe, 2021

Source 4

Arthit

Wouldn't it be lonely to live on your own? If you have an accident or feel ill, who could look after you? I love being with my family, talking and sharing together, and they help me when I have a problem or feel sad.

It is risky to live alone too. In many countries access to healthcare and other social services is restricted. The family can provide for you if you are unemployed, sick or too old to look after yourself. It is not right to expect the government to look after you.

I read an article in a magazine that suggested more people living alone would create more loneliness and mental illness. This is a problem. My grandmother says that she would hate to live alone; she thinks families should care for each other, like in the past.







Malee





I really want to live on my own. I am buying an affordable apartment in the city designed for single people. I want the freedom to choose my lifestyle. I can stay in, cook what I want, or go out. Why burden someone else with my choices? I enjoy being on my own with time to relax after work.






My friend Anna has chosen to be single to pursue her career and get promotion. She thinks that long hours and dedication to work make marriage difficult for a partner.


Living alone is not the same as being lonely. A single person can have many friends. You can speak to family on social media and digital technology whenever you need them. My apartment in the city is surrounded by other people and there is a gym and a club in my block.

Research studies by psychologists from the United States in 2019 show that living alone does not cause loneliness, which proves my point!

Question	Answer	Marks
1(a)	<p>From Source 1, identify a country where a high proportion of the population live in single-person households.</p> <p>Main Annotations   </p> <p>Candidates should identify one of the following countries from Source 1:</p> <ul style="list-style-type: none"> • Norway • Sweden <p>1 mark should be awarded for identifying the above.</p> <p><i>Further guidance – the only acceptable answer is listed above. However, candidates may use their own words.</i></p>	1
1(b)	<p>From Source 2, identify <u>two</u> reasons for the growth in single-person households.</p> <p>Main Annotations   </p> <p>Candidates may identify the following reasons from Source 2:</p> <ul style="list-style-type: none"> • increased access to higher education and university • living alone is less expensive with cheaper housing in cities • people choosing to delay marriage and having children • economic development and increasing wealth • greater gender equality and female employment • improved healthcare and people living longer • more freedom in personal relationships and lifestyles. <p>1 mark should be awarded for each correctly identified reason to a maximum of 2 marks.</p> <p><i>Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.</i></p>	2

Question	Answer	Marks
1(c)	<p>Which reason for the growth in single person households do you think is the most significant? Explain why.</p> <p>Main Annotations    </p> <p>Indicative content</p> <p>Candidates may identify one of the following reasons:</p> <ul style="list-style-type: none"> • increased access to higher education and university • living alone is less expensive with cheaper housing in cities • people choosing to delay marriage and having children • economic development and increasing wealth • greater gender equality and female employment • improved healthcare and people living longer • more freedom in personal relationships and lifestyles. <p>Candidates may give the following explanations, any of which could be used, to justify their choice:</p> <ul style="list-style-type: none"> • has greatest impact locally, nationally or globally • affects most people • affects greatest number of countries • culturally acceptable • strongest social movement of recent years • widespread publicity affecting social norms • other reasonable response. <p><i>Further guidance – candidates are most likely to discuss consequences from Source 2 as listed above. However, the assessment is focused mainly upon their reasoning / justification and therefore additional benefits should be credited.</i></p> <p>The following levels of response should be used to award marks:</p> <p>Level 3 (3 marks) Good response Clearly reasoned explanation explicitly linked to a reason.</p> <p>Level 2 (2 marks) Reasonable response Some explanation. The link between the explanation and a reason may be implicit / unclear at times.</p> <p>Level 1 (1 mark) Limited response A reason is identified. There may be some limited explanation.</p> <p>Level 0 (0 marks) No relevant response or creditworthy material.</p>	3



Question	Answer	Marks
1(d)	<p>Explain why the growth of single-person households is an important national issue.</p> <p>Main Annotations     </p> <p>Indicative content</p> <p>Candidates are likely to identify the following reasons:</p> <ul style="list-style-type: none"> • affects many people across the whole country • affects the traditional pattern of life and culture • affects government planning and patterns of expenditure • need for more housing nationally • impacts economic development of the nation • promotes gender equality • enables access to further and higher education that government must provide • other reasonable response. <p>The following levels of response should be used to award marks:</p> <p>Level 3 (5–6 marks) Good response Clearly reasoned, credible and structured explanation; usually two (or more) developed arguments clearly linked to the issue; or three (or more) undeveloped reasons.</p> <p>The national dimension is consistently explicit.</p> <p>Level 2 (3–4 marks) Reasonable response Some reasoned explanation: 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.</p> <p>The national dimension is implicit at times.</p> <p>Level 1 (1–2 marks) Limited response Limited reasoning and explanation; the response is likely to contain only simple, undeveloped and asserted points. Arguments are partial, generalised and lack clarity.</p> <p>The national dimension is implicit or not apparent.</p> <p>Answers at this level may repeat source material with little understanding.</p> <p>Level 0 (0 marks) No relevant response or creditworthy material.</p>	6



Question	Answer	Marks
2(a)	<p>‘The number of single-person households is growing.’</p> <p>What are the strengths and weaknesses of the argument supporting this claim?</p> <p>Main Annotations </p> <p>Indicative content</p> <p>Candidates are likely to discuss the following evaluative points relating to Source 3:</p> <p>Strengths:</p> <ul style="list-style-type: none"> • based on sociological expertise • provides detailed information • range of evidence • based on research evidence • statistical evidence offered • the evidence is reliable • clearly argued with structure • academic language and tone • any other reasonable response. <p>Weaknesses:</p> <ul style="list-style-type: none"> • author unknown as not fully cited/referenced • expertise of author not known • some assertion • not relevant to all countries and situations • few examples • not much evidence • little personal testimony or qualitative evidence check • any other reasonable response. <p>The following levels of response should be used to award marks:</p> <p>Level 3 (5–6 marks) Good response Clearly reasoned, credible and structured evaluation. Two (or more) developed points clearly linked to the issue, with some other undeveloped points; or a wide range (four or more) of undeveloped points.</p> <p>Evaluation is clearly focused on the evidence and arguments, their strengths and/or weaknesses and the way they are used to support the claim.</p> <p>There is usually some clear reference to the evidence and arguments in the source e.g. quotation/summary.</p>	6






Question	Answer	Marks
2(a)	<p>Level 2 (3–4 marks) Reasonable response Reasonable evaluation mainly focused on the evidence and arguments, their strengths and/or weaknesses, and the way they are used to support the claim; there may be some lack of clarity and the answer may be difficult to follow at times.</p> <p>The response may contain one (or more) developed point(s), with some other undeveloped points. Some (two or more) undeveloped points may be sufficient to reach this level.</p> <p>Level 1 (1–2 marks) Limited response Limited evaluation which is often unsupported and asserted. The response is often unclear, tangential and generalised. It contains one or two undeveloped points only.</p> <p>Answers at this level may repeat source material with little understanding.</p> <p>Level 0 (0 marks) No relevant response or creditworthy material.</p> <p><i>Further guidance – if the claim is implicit then the response is unlikely to be awarded above Level 2.</i></p>	






Question	Answer	Marks
2(b)	<p>‘More people are choosing not to have children than in the past.’</p> <p>How could you test this claim? You should consider the types of information, sources of evidence and methods you might use.</p> <p>You should consider the types of information, sources of evidence and methods you might use.</p> <p>Main Annotations ✓ <input type="checkbox"/> DEV ✗ <input type="checkbox"/> ^ ?</p> <p>Indicative content</p> <p>Candidates are likely to discuss the following ways to test the claim stated in Source 3:</p> <p>Possible types of information:</p> <ul style="list-style-type: none"> • compare statistics/information on family life and households from past to today • data from local authority or government/census • individual testimony or personal experience • material from the internet • other relevant response. <p>Possible sources of information:</p> <ul style="list-style-type: none"> • national and local governments and their departments • experts in the family • research reports • media and the internet • UN/World Bank etc. • other relevant response. <p>Possible methods:</p> <ul style="list-style-type: none"> • review of secondary sources/literature/research/documents • interview relevant agencies and experts • internet search • questionnaires • surveys • other relevant response. <p>The following levels of response should be used to award marks:</p> <p>Level 4 (7–8 marks) Very good response Clearly reasoned, credible and structured explanation of a range of ways to test the claim. The response contains three (or more) developed points and may contain some undeveloped points.</p> <p>The response is clearly and explicitly related to testing the claim.</p>	8

Question	Answer	Marks
2(b)	<p>Level 3 (5–6 marks) Good response Reasoned and mainly credible explanation of ways to test the claim. The response contains two (or more) developed points and may contain some undeveloped points.</p> <p>The response is explicitly related to testing the claim.</p> <p>Level 2 (3–4 marks) Reasonable response Some reasoning and explanation of ways to test the claim. The response contains one (or more) developed point(s), and/or a few undeveloped points. There may be some lack of clarity and the answer may be difficult to follow at times.</p> <p>The response is related to testing the claim.</p> <p>Level 1 (1–2 marks) Limited response Limited explanation of ways to test the claim. The response contains one or two simple, undeveloped and asserted points.</p> <p>There is little relevance in the response to testing the claim or the methods, sources and types of information are generally not appropriate for the claim being tested.</p> <p>Level 0 (0 marks) No relevant response or creditworthy material.</p> <p><i>Further Guidance- If the response lists or describes methods, sources and types of data without linking to the issue/context, then it should not be placed above Level 2.</i></p>	

Question	Answer	Marks
3(a)	<p>Identify <u>one</u> value judgement from Arthit’s statement. Explain why it is a value judgement.</p> <p>Main Annotations  </p> <p>A value judgement is a view or decision about what is right, wrong or important, based a particular set of standards, principles, or values. Candidates may identify one of the following value judgements from Arthit’s statement:</p> <ul style="list-style-type: none"> • It is not right to expect the government to look after you. • She thinks families should care for each other (grandmother). <p>Award 1 mark for identifying a value judgement.</p> <p>Award 1 mark for a response that demonstrates a clear understanding of a value judgement. <i>[This mark may be awarded even if the value judgement is incorrect.]</i></p> <p><i>Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.</i></p>	2





Question	Answer	Marks
3(b)(i)	<p>Malee argues that living alone has many benefits.</p> <p>Identify <u>one</u> fact from Malee’s statement.</p> <p>Main Annotations  </p> <p>A fact is a statement that is true, correct, accurate or can be proven/verified.</p> <p>Candidates may identify one of the following facts from Malee’s statement:</p> <ul style="list-style-type: none"> • Malee enjoys living on her own • Malee wants to live on her own • Malee wants freedom to choose her lifestyle • Malee is buying an affordable apartment designed for single people • Malee’s friend Anna has chosen to be single to pursue her career and get promotion • Malee’s flat in the city is surrounded by other people and there is a gym and club in her block • research studies by psychologists in 2019 in the United States show that living alone does not cause loneliness • you can speak to your family on social media. • Malee’s friend thinks that long hours and dedication to work make marriage difficult • other reasonable response. <p>1 mark should be awarded for identifying one of the above.</p> <p><i>Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.</i></p>	1

Question	Answer	Marks
3(b)(ii)	<p>Explain how well this fact supports Malee’s argument.</p> <p>Main Annotations     </p> <p>Examples of the points that could be made when explaining how well the fact supports the argument:</p> <ul style="list-style-type: none"> • Very good support as the fact is based on evidence from research or experience that gives confidence to the reader about the claim. • Some support as the fact is relevant to the argument but the fact alone is not much evidence and so may not be relied upon or be sufficient to prove the case. • Limited support as the fact is not relevant and the research is not cited. <p>Use the following levels of response to award a maximum of two marks:</p> <p>Level 2 (2 marks) Good response An example of a fact is identified correctly in Q3(b)(i). Some explanation of the relationship of the fact to the argument. Some evaluation of the use of the fact in the argument.</p> <p>Level 1 (1 marks) Reasonable response An example of a fact is identified correctly in Q3(b)(i). Some explanation of the relationship of the fact to the argument.</p> <p>Level 0 (0 marks) No relevant response or creditworthy material.</p> <p><i>Further guidance – Q3(b)(i) must be answered correctly to be awarded marks for this question. It is expected that responses will be very brief and not developed.</i></p>	2

Question	Answer	Marks
3(c)	<p>Which argument is more convincing, Arthit's or Malee's?</p> <p>Your answer should consider both arguments, and you should support your point of view with their words.</p> <p>You should also consider:</p> <ul style="list-style-type: none"> • the strength of their reasoning and evidence • their use of language • the different types of information used. <p>Main Annotations     </p> <p>Indicative content</p> <p>Candidates are expected to evaluate the arguments presented in Source 4 and compare their effectiveness. They should make a supported judgement with some explanation about which person has the most convincing argument.</p> <p>Candidates may support their judgement by considering:</p> <p>Strength of reasoning:</p> <ul style="list-style-type: none"> • logic • structure • balance • claims <p>Use of language:</p> <ul style="list-style-type: none"> • tone – emotive, exaggerated, precise • clarity <p>Evidence:</p> <ul style="list-style-type: none"> • range of information and depth • relevance • sufficiency – sample • source – media; internet • date – how recent • different types of information – fact, opinion, value, anecdote • testimony – from experience and expert <p>Sources of bias</p> <ul style="list-style-type: none"> • local interest • economic • personal values • experience 	15

Question	Answer	Marks
3(c)	<p>Likely consequences of the ideas presented</p> <p>Acceptability of their values to others:</p> <ul style="list-style-type: none"> • how likely other people are to agree with their perspective/view <p>The following levels of response should be used to award marks:</p> <p>Level 5 (13–15 marks) Very good response Clear, credible and well-supported points/explanation about which argument is more convincing. Coherent, structured evaluation of both arguments with clear comparison.</p> <p>The response usually contains three (or more) developed evaluative points and may include some undeveloped points. Material from the sources is used as evidence to support the evaluation; clear reference to the evidence and/or arguments in the source e.g. quotation/summary of ideas.</p> <p>A clear judgement is reached.</p> <p>Level 4 (10–12 marks) Good response Clear, supported points/explanation about which argument is more convincing. Evaluation of both arguments, with comparison.</p> <p>The response usually contains two (or more) developed evaluative points and may include some undeveloped points. 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>Material from the sources is used as evidence to support the evaluation; some reference to the evidence and/or arguments in the source e.g. quotation/summary of ideas.</p> <p>A judgment is reached.</p> <p>Level 3 (7–9 marks) Reasonable response Reasonable points/explanation about which argument is more convincing. Some evaluation of both arguments, with an attempt at comparison or very good evaluation of only one argument. Some judgements and evaluative points are partially supported or asserted.</p> <p>Usually one (or more) developed evaluative points, possibly with some undeveloped points; three (or more) undeveloped points may be sufficient to enter this band at the lower level.</p> <p>Some material from the sources may be used as evidence to support the evaluation. The response may occasionally lack some clarity and be difficult to follow.</p> <p>An attempt is made to give an overall judgement.</p>	

Question	Answer	Marks
3(c)	<p>Level 2 (4–6) Basic response Basic points about which argument is more convincing. There may be only one argument considered in any detail, with little attempt at comparison. Judgements and evaluative points are partially supported and lack clarity/relevance at times.</p> <p>The response usually contains two (or more) undeveloped points.</p> <p>A basic judgement may be reached.</p> <p>Level 1 (1–3 marks) Limited response Limited and unsupported points about which argument is more convincing. The response considers 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> <p>Level 0 (0 marks) No relevant response or creditworthy material.</p> <p><i>Further Guidance- responses that give a very good evaluation of only one argument may achieve Level 3 but no higher.</i></p>	

Question	Answer	Marks
4	<p>‘Living on your own is better than living within a family.’</p> <p>Do you agree with this statement?</p> <p>In your answer, you should:</p> <ul style="list-style-type: none"> • state your opinion • give reasons and evidence to support your opinion • use the material in the sources and/or any of your own ideas • consider different arguments and perspectives. <p>Main Annotations J    </p> <p>Indicative content</p> <p>Candidates are expected to make a judgement about the statement using reasons and evidence to justify their opinion.</p> <p>Candidates may use and develop the material found in Sources 1 to 4 but should go beyond simply repeating or recycling without adaptation/interpretation. Other material may be introduced but is not necessary to gain full marks.</p> <p>Candidates may consider some of the following:</p> <ul style="list-style-type: none"> • reference to impact of living alone on relationships generally • importance of personal choice in lifestyle • health implications • employment and career implications • ethical or moral issues • reference to different consequences and implications for individuals/different age groups/government • the influence of individuals and groups on other people • potential conflicts of interest within the wider family • greater vulnerability to crime and harm • other reasonable response. <p>The following levels of response should be used to award marks:</p> <p>Level 5 (20–24 marks) Very good response Clear, well-supported and credible reasoning about the statement. Different arguments and perspectives are clearly considered.</p> <p>The response usually contains a wide range of clearly reasoned points and/or evidence to support the views expressed, with four (or more) developed points, and some undeveloped points.</p> <p>The response is very well-structured and a clear judgement is reached.</p>	24

Question	Answer	Marks
4	<p>Level 4 (15–19 marks) Good response Clear, supported and credible reasoning about the statement. Different arguments and perspectives are considered.</p> <p>The response usually contains a range of reasoned points and/or evidence to support the views expressed, with three (or more) developed points, and some undeveloped points.</p> <p>The response is generally well-structured and a judgement is reached.</p> <p>Level 3 (10–14 marks) Reasonable response Some supported reasoning about the statement. Different arguments and perspectives are included.</p> <p>The response usually contains some points and/or evidence to support the views expressed, with two (or more) developed points, and some undeveloped points.</p> <p>The response is structured but at times difficult to follow. Some attempt is made to give an overall judgement.</p> <p>Level 2 (5–9 marks) Basic response Basic reasoning about the statement. Different arguments are included; perspectives, if present, are unclear.</p> <p>The response relies on assertion rather than evidence but usually contains one (or more) developed point(s) or a range of undeveloped points.</p> <p>The response lacks structure and is difficult to follow. A basic judgement may be attempted.</p> <p>Level 1 (1–4 marks) Limited response Limited and unsupported reasoning about the topic in general. Different arguments may be included.</p> <p>Level 0 (0 marks) No relevant response or creditworthy material.</p>	