



Cambridge IGCSE™

CANDIDATE
NAME

--

CENTRE
NUMBER

--	--	--	--	--

CANDIDATE
NUMBER

--	--	--	--



GLOBAL PERSPECTIVES

0457/12

Paper 1 Written Examination

February/March 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 the estimated number of children in child labour worldwide in 2016.

.....
..... [1]

(b) From Source 2, identify **two** causes of child labour.

.....
.....
.....
..... [2]

(c) Which cause of child labour do you think is the most significant? Explain why.

.....
.....
.....
.....
.....
..... [3]

2 Study Source 3.

- (a) What are the strengths and weaknesses of this source for understanding the issue of child labour?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

..... [6]

3 Study Source 4.

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

.....
..... [2]

(b) Mosi argues that some work can be good for children.

(i) Identify **one** prediction from Mosi’s statement.

.....
..... [1]

(ii) Explain how well this prediction supports Mosi’s argument.

.....
.....
.....
.....
.....
..... [2]

4 'Children should not be allowed to work in paid employment.'

Do you agree with this statement?

In your answer, you should:

- 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.

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

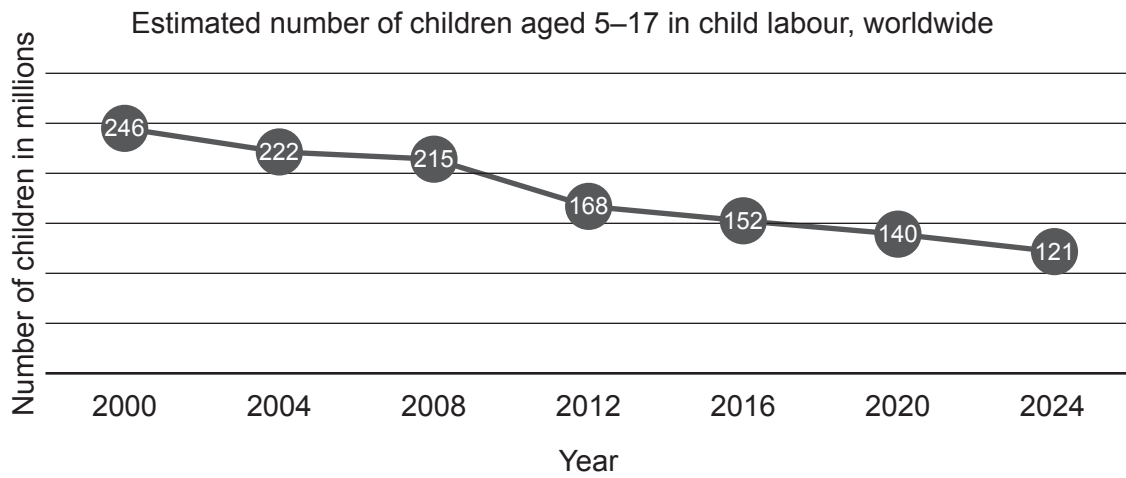
.....

.....




.....

Source 1

Children around the world often take part in paid and unpaid work that benefits their families and community. However, sometimes children work when they are legally too young or in dangerous activities that may harm their development. This is known as child labour.



Source 2

Causes of child labour		Consequences of child labour
Living in poverty		Physical and mental health problems
Low rates of literacy and numeracy		Lower educational achievement
Limited access to education		Poor wages and working conditions
Parental illness and becoming orphans		Slower economic development
Businesses want to reduce costs		Damages the reputation of businesses
Weak laws to protect children and workers		Children become victims of crime
Climate change, disasters and conflict		Social disorder and community breakdown

Source 3: Working on the farm

We didn't have much money and lived a simple life, but it was good. My mother grew a few vegetables to sell in the market and my father worked in a stone quarry.

Then my father became ill and couldn't work. The droughts from climate change caused many crops to fail. We became poor. We tried to move to the city but had to live in a shanty town in the suburbs. I left school.

I was 11 and tried to earn some money. I went to work as a labourer on a cotton farm in a nearby village. I had to walk for an hour to get there. It was very hard to work in the heat under the sun and it was very painful. I earned just enough money each day to buy a loaf of bread. I was bullied and beaten by my boss while I was working on the cotton farm.

There were lots of children working there – at least I made some friends and got something to eat.

Extract from a case study of child labour in Africa, 2015

Source 4: School debate on child labour**Nadia**

The European Union says, 'Every child deserves a peaceful and secure childhood and the chance to go to school.' The International Labour Organisation says that 2021 is the 'international year for the elimination of child labour'. But there are still 140 million children in child labour based on 2020 estimates. It is wrong to exploit even one child. It is a disgrace!

We all need to take action. Make sure you write to your politicians about the issue. Get the government to enforce child-labour laws and inspect factories and farms. Don't buy goods made in factories that employ children. Support children's charities by giving your old clothes and donations of money. Tell others about the problem on social media. Ask celebrities to support the cause.

Mosi







I agree that some child labour is wrong but sometimes it is nobody's fault and some work can be good for children.





Climate change and other disasters make it difficult to grow food in some parts of the world. All members of the family may need to work together to survive. Conflict and war are linked to increases in child labour.





Earning money at a young age may be better than living in poverty, especially if it keeps a family together and helps other children to go to school and be healthy.






And some teenagers don't like school. They would be better at work learning skills rather than wasting their time. Work teaches children self-discipline and to support their family and community, which will help them in the future.

The United Nations says child labour is linked to poverty. If we support economic development, child labour will gradually disappear.






Question	Answer	Marks
1(a)	<p>From Source 1, identify the estimated number of children in child labour worldwide in 2016.</p> <p>Main Annotations   </p> <p>Candidates should identify the following estimated number of children in child labour from Source 1:</p> <ul style="list-style-type: none"> • 152 million <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. Be aware that 152 without reference to ‘millions’ is not acceptable. The term ‘people’ is not necessary to be awarded the mark for a correct answer.</i></p>	1
1(b)	<p>From Source 2, identify <u>two</u> causes of child labour.</p> <p>Main Annotations   </p> <p>Candidates may identify the following causes from Source 2:</p> <ul style="list-style-type: none"> • Living in poverty • Low rates of literacy • Low rates of numeracy • Limited access to education • Parental illness • Becoming orphans • Businesses want to reduce costs • Weak laws to protect children • Weak laws to protect workers • Climate change • Disasters • Conflict <p>1 mark should be awarded for each correctly identified causes 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 cause of child labour do you think is the most significant? Explain why.</p> <p>Main Annotations    </p> <p>Indicative content Candidates may identify one of the following causes:</p> <ul style="list-style-type: none"> • Living in poverty • Low rates of literacy/numeracy • Limited access to education • Parental illness • Becoming orphans • Businesses want to reduce costs • Weak laws to protect children • Weak laws to protect workers • Climate change • Disasters • Conflict <p>Candidates may give the following explanations, any of which could be used, to justify their choice:</p> <ul style="list-style-type: none"> • explanation of the cause and its consequences • impact locally, nationally or globally • affects most people • affects greatest number of countries • ethically or morally reasonable • has multiple negative consequences • creates vicious circle • 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 cause.</p> <p>Level 2 (2 marks) Reasonable response Some explanation. The link between the explanation and a cause may be implicit/ unclear at times.</p> <p>Level 1 (1 mark) Limited response A cause is identified. There may be some limited explanation, but not necessary to enter this level.</p> <p>Level 0 (0 marks) No relevant response or creditworthy material.</p>	3





Question	Answer	Marks
1(d)	<p>Explain why child labour is an important issue for governments.</p> <p>Main Annotations    </p> <p>Indicative content Candidates are likely to identify the following reasons:</p> <ul style="list-style-type: none"> • affects many children across the whole country • harms the human rights of children • harms children’s health • harms children’s education • harms children’s future employment prospects • Harms children’s life chances • affects the traditional pattern of life and culture • affects government planning and patterns of expenditure • need for more law enforcement agencies • reduces educational achievement • impacts economic development of the nation e.g. GDP, tourism • 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 explanation. The government dimension is explicit.</p> <p>Level 2 (3–4 marks) Reasonable response Some reasoned explanation. The government dimension is implicit at times.</p> <p>Level 1 (1–2 marks) Limited response Limited reasoning and explanation. Responses are partial, generalised, tangential, and lack clarity. The government dimension is implicit or not apparent.</p> <p>Level 0 (0 marks) No relevant response or creditworthy material.</p>	6

Question	Answer	Marks
2(a)	<p>What are the strengths and weaknesses of this source for understanding the issue of child labour?</p> <p>Main Annotations     </p> <p>Indicative content 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 personal experience • a case study provides detailed information • authentic, first-hand account • stimulates understanding and empathy • the evidence is valid • any other reasonable response. <p>Weaknesses:</p> <ul style="list-style-type: none"> • there may be personal bias • there may be exaggeration due to vested interest • small sample may not be representative • author unknown as not fully cited/referenced • expertise of author not known • little supporting evidence • may not be reliable • out of date • not relevant to all countries and situations • 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.</p> <p>Two (or more) developed evaluative points linked to the issue, usually 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 issue. There is usually some clear reference to the evidence and arguments in the source e.g. quotation/summary</p>	6






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 issue; 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 evaluative 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 of the argument/evidence which is often unsupported and asserted. The response may be tangential, partial, generalised and lack clarity. It usually 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>	
------	---	--

Question	Answer	Marks
2(b)	<p>‘Climate change caused many crops to fail.’</p> <p>How could you test this claim?</p> <p>You should consider the types of information, sources of evidence and methods you might use?</p> <p>Main Annotations     </p> <p>Indicative content 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 farming in the area and the impact of climate change • data from local authority or government • individual testimony or personal experience e.g. from farmers and agricultural workers • 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 locality in climate change/environmental disaster • 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 environmental 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> <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>	8

2(b)	<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 implicitly.</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 Nadia’s statement. Explain why it is a value judgement.</p> <p>Main Annotations  </p> <p>Indicative Content A value judgement is a statement, view or decision about what is right, wrong or important, morally and/or ethically, based on a particular set of standards, principles, or beliefs.</p> <p>Candidates may identify one of the following value judgements from Nadia’s statement:</p> <ul style="list-style-type: none"> • It is wrong to exploit even one child. • Every child deserves a peaceful and secure childhood and the chance to go to school. <p>Award 1 mark for correctly identifying a value judgement from the list above.</p> <p>Award 1 mark for a response that demonstrates a clear understanding of a value judgement. (note – the identification of a value judgement from the source may be incorrect)</p> <p><i>Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.</i></p>	2
3(b)(i)	<p>Identify <u>one</u> prediction from Mosi’s statement.</p> <p>Main Annotations  </p> <p>Indicative Content A prediction is a statement about the future or what is likely to happen in times to come.</p> <p>Candidates may identify one of the following predictions from Mosi’s statement:</p> <ul style="list-style-type: none"> • Work teaches children self-discipline and to support their family and community, which will help them in the future. • If we support economic development, child labour will gradually disappear. <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 prediction supports Mosi’s argument.</p> <p>Main Annotations ✓ ✗ ⏏ ? BOD</p> <p>Indicative Content Examples of the points that could be made when explaining how well the prediction supports the argument:</p> <ul style="list-style-type: none"> • Very good support as the prediction is based on evidence from research or experience that gives confidence to the reader about the claim/trend. • Some support as the prediction is relevant to the argument but the prediction alone is not much evidence and so may not be relied upon or be sufficient to prove the case. • Limited support as the prediction may not happen/ trends may change/and the research is not cited so not reliable. <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 prediction is identified correctly. Some evaluation of the use of the prediction in the argument. The analysis and evaluation highlights a strength and/or a weakness and is supported with reference to the argument in the statement e.g. quotations or paraphrased summaries.</p> <p>Level 1 (1 marks) Reasonable response An example of a prediction is identified correctly. The response attempts to explain simply the relationship between the prediction and the argument. Explicit evaluation is not necessary.</p> <p>Level 0 (0 marks) A prediction is identified correctly but there is no relevant evaluation of how well the prediction supports the argument.</p>	2

Question	Answer	Marks
3(c)	<p>Which argument is more convincing, Mosi's or Nadia'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 J     </p> <p>Indicative content 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. 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 <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>	15

Question	Answer	Marks
3(c)	<p>Level 5 (13–15 marks) Very good response Wide range of clear, credible and well explained points 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.</p> <p>Material from the sources is used as evidence to support the evaluation; clear, frequent reference to the evidence and/or arguments in the source e.g. quotation/summary of ideas.</p> <p>A judgement is reached.</p> <p>Level 4 (10–12 marks) Good response A range of clear, explained points about which argument is more convincing. Evaluation of both arguments, with some 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 Some points about which argument is more convincing with some explanation. Some evaluation of both arguments, with an attempt at comparison, or a very good evaluation of only one argument. Judgements and evaluative points are partially supported or asserted.</p> <p>The response usually contains 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 occasionally as evidence to support the evaluation. The response may occasionally lack some clarity and by difficult to follow at times.</p> <p>A judgement is reached.</p> <p>Level 2 (4–6) Basic response A few points about which argument is more convincing. There may be only one argument considered in any detail, with little attempt at comparison. Evaluative points are mainly asserted or descriptive and lack clarity/relevance at times.</p> <p>The response usually contains two (or more) undeveloped points.</p> <p>A judgement may be reached.</p>	

3(c)	<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</i> <i>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>‘Children should not be allowed to work in paid employment.’</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 Candidates are expected to make a judgement about the statement using reasons and evidence to justify their opinion. 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 child labour on children generally • importance of personal/family choice in working • health and safety implications • educational implications • employment and career implications • ethical or moral issues • reference to different consequences and implications for individuals/different age groups/government • potential conflicts of interest within the 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 explanations about the recommended course of action. Different arguments and perspectives are clearly considered.</p> <p>The response contains a wide range of clearly reasoned points and/or evidence to support the views expressed, usually with four (or more) developed points, and some undeveloped points.</p> <p>The response is well structured, and a clear judgement is reached.</p>	24

4	<p>Level 4 (15–19 marks) Good response Clear, supported and mainly credible explanation about the recommended course of action. Different arguments and perspectives are considered.</p> <p>The response contains a range of reasoned points and/or evidence to support the views expressed, usually 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 explanation about the recommended course of action. Different arguments and perspectives are included.</p> <p>The response contains some points and/or evidence to support the views expressed, usually with two (or more) developed points, and some undeveloped points.</p> <p>The response is partly structured and occasionally difficult to follow; an attempt is made to give an overall judgement.</p> <p>Level 2 (5–9 marks) Basic response Basic explanation about the recommended course of action. Different arguments are included; perspectives, if present, may be unclear.</p> <p>The response mainly relies on assertion rather than reason or evidence; usually with one (or more) developed point(s) or a range of undeveloped points.</p> <p>The response is generally unstructured and difficult to follow.</p> <p>A judgement may be attempted.</p> <p>Level 1 (1–4 marks) Limited response Limited, unsupported explanation about the recommended course of action or some discussion about the topic in general. Different arguments may be included.</p> <p>Often tangential, generalised and lacking in clarity. Unstructured and often difficult to follow.</p> <p>Level 0 (0 marks) No relevant response or creditworthy material.</p>
---	---