Cambridge IGCSE™

CANDIDATE NAME

CENTRE NUMBER

CANDIDATE NUMBER

GLOBAL PERSPECTIVES **0457/13**

Paper 1 Written Examination **October/November 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 trend in the percentage of organisations affected by cybercrime.

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.... [1]

(b) From Source 2, identify **two** types of cybercrime.

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.... [2]

(c) Which type of cybercrime do you think is the most significant? Explain why.

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.... [3]

(d) Explain why cybercrime is an important personal issue.

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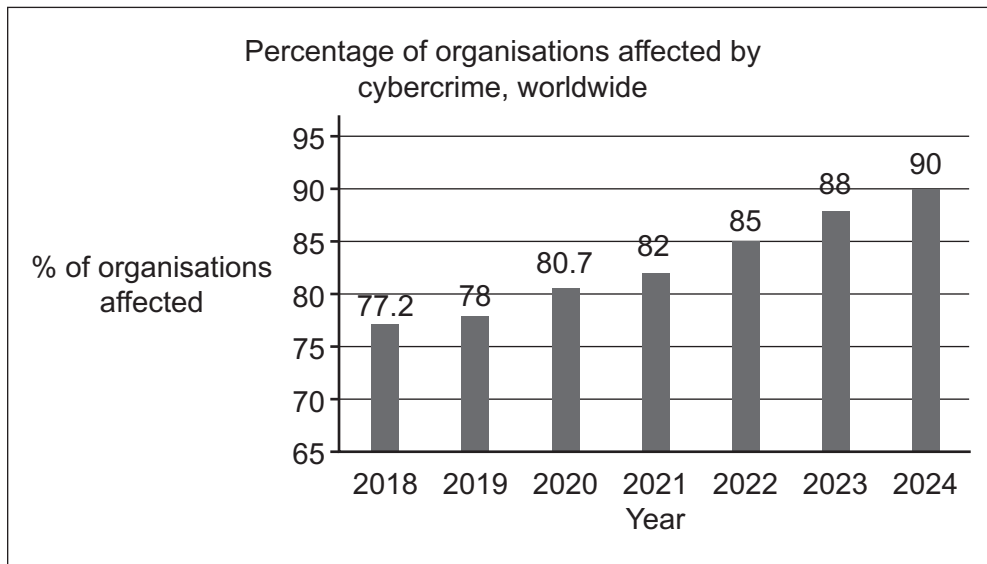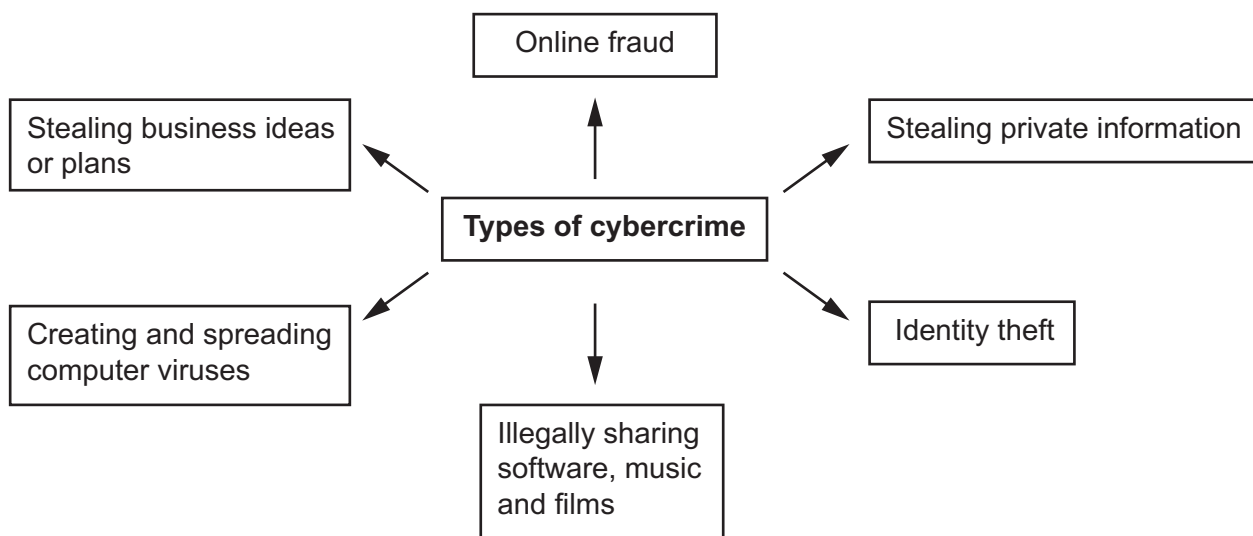...

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.... [6]

2 Study Source 3.

(a) 'Cybercrime is the most important challenge for organisations today.'

What are the strengths and weaknesses of the argument supporting this claim?

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(b) 'The amount of cybercrime is increasing rapidly.'

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

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.... [8]

3 Study Source 4.

(a) Identify **one** opinion from Isla's statement.

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.... [1]

(b) Identify **one** value judgement from Freya's statement.

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.... [1]

(c) Explain why Freya's statement may be biased.

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(d) Which argument is more convincing, Isla's or Freya'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 kinds of information used.

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4 A government wants to reduce the impact of cybercrime in their country.

The following actions are being considered:

- introduce lessons on internet safety in schools
- increase the penalties for criminals involved in cybercrime
- allow the police to see all internet activity.

Which **one** of these actions would you recommend to the government, and why?

In your answer, you should:

- state your recommendation
- give reasons and evidence to support your choice
- use the material in the sources and/or any of your own ideas
- consider different arguments and perspectives.

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Source 1

Cybercrime is crime committed using computers or the internet; for example, using a computer to attack a network and steal private information. The University of Maryland estimates that criminals are now attacking computers and networks at a rate of one attack every 39 seconds.

Percentage of organisations affected by cybercrime, worldwide

% of organisations affected

Year	%
2018	77.2
2019	78
2020	80.7
2021	82
2022	85
2023	88
2024	90

Source 2

Types of cybercrime

- Online fraud
- Stealing business ideas or plans
- Stealing private information
- Creating and spreading computer viruses
- Illegally sharing software, music and films
- Identity theft

Source 3: Cybercrime is an issue that needs more attention

Cybercrime is the most important challenge for organisations today. A report by the International Monetary Fund (IMF) shows that cybercrime is one of the biggest threats to the global economy.

This is probably not surprising. The internet has changed all aspects of our lives, including the way we communicate and do business. There are many criminals who are now starting to take advantage of these changes. As a result, the amount of cybercrime is increasing rapidly.

Professor Ayers, an information technology specialist, says 'the issue is that there is little that can be done to prevent cybercrime as it is almost risk free, hard to stop, and big money for criminals'. However, we all have the power to reduce the threat of cybercrime by taking simple measures to protect ourselves. For example, using strong passwords, installing antivirus software and not sharing personal information on social media.

Extract from an article in a newspaper about changes in digital technology

Source 4

Isla

We are living in a digital world where everything is now on the internet, from entertainment to business and even our social and interest groups. I think this will only continue. When my parents were young, they had a single computer that was located in a shared area of the house. Everyone knew what was happening online.

The growing number of internet users and connected devices increases the opportunity for cybercrime. Even baby monitors and refrigerators come with internet connections and apps now! Devices have moved into our pockets and bedrooms, so it is much harder for parents to know what their children are doing on the internet.

As a computer science student, I know that we need the internet to get things done. However, I believe that it is the responsibility of governments, together with big online shops and social media platforms, to reduce the impact of cybercrime and make users aware of the risks.

Freya

I agree with you. People need to be careful to keep their private information safe. However, it is wrong that the government and big business should be the only ones responsible for reducing internet risks. Studies show that on average teenagers spend between seven and nine hours a day in front of screens and over two hours on social media platforms. This virtual world brings benefits and opportunities, but also dangers and risks.

It is important for schools to offer information and training about the internet and remind their students that 'the internet never forgets'. Studies show that most people become victims of cybercrime because they open email attachments or access links without thinking about the source. It is the individuals that are at fault when they are tricked.

As a psychologist, I believe that to solve this problem we must teach our children to use the internet with caution and take responsibility for their actions. I have recently written a book that gives parents lots of guidance on teaching their children about internet safety.

Question	Answer	Marks
1(a)	**From Source 1, identify the trend in the percentage of organisations affected by cybercrime.** **Main Annotations** ✔ ✖ ⌃ Candidates should identify the trend in cyber-attacks affecting organisations from Source 1: • Increasing / getting more / going up / getting higher (or words to a similar meaning) 1 mark should be awarded for identifying the correct trend the above. *Further guidance – the only acceptable answer is listed above. However, candidates may use their own words.*	1
1(b)	**From Source 2, identify <u>two</u> types of cybercrime.** **Main Annotations** ✔ ✖ ⌃ Candidates may identify the following types of cybercrime from source 2: • Online fraud • Stealing private information • Identity theft • Illegally sharing software, music and video • Creating and spreading computer viruses • Stealing business ideas and plans 1 mark should be awarded for each correctly identified piece of information to a maximum of 2. *Further guidance – the only acceptable answers are listed above. However, candidates may use their own words.*	2

Question	Answer	Marks
1(c)	**Which type of cybercrime do you think is the most significant? Explain why.** **Main Annotations** ✓ ✗ ⌃ **Indicative content** Candidates may identify one of the following types of cybercrime Source 2: • Online fraud • Stealing private information • Identity theft • Illegally sharing software, music and video • Creating and spreading computer viruses • Stealing business ideas and plans Candidates may give the following reasons, any of which could be used, to justify their choice: • Has greatest impact • Affects most people • Ethically or morally most justifiable • Has multiple negative consequences for the organisation • Creates spiral of consequences • Other reasonable response *Further guidance – candidates are most likely to discuss identity theft from the source as listed above. However, the assessment is focused mainly upon their reasoning / justification and therefore additional related points should be credited.* The following levels of response should be used to award marks: **Level 3 (3 marks) Good response** Clearly reasoned explanation explicitly linked to a type of cybercrime. **Level 2 (2 marks) Reasonable response** Some explanation. The link between the explanation and a consequence of a type of cybercrime may be implicit / unclear at times. **Level 1 (1 mark) Limited response** Limited explanation. Explanation is not linked to a consequence of a type of cybercrime explicitly. **Level 0 (0 marks)** No relevant response or creditworthy material.	3

Question	Answer	Marks
1(d)	**Explain why cybercrime is an important personal issue.**	**6**
	Main Annotations ✔️ ❌ ⌃ ❓	
	Indicative content	
	Candidates are likely to identify the following personal consequences:	
	• Loss of data, personal information or money. This information being used against them or having repercussions of the use of their data (financial / legal) • Disruption normal workflows, use of devices through viruses. • Loss of ideas meaning they can be reproduced in other areas. • Legal implications for the sharing and downloading of music and video work.	
	The following levels of response should be used to award marks:	
	Level 3 (5–6 marks) Good response Clearly reasoned, credible explanation; clearly linked to the issue.	
	The personal dimension is consistently explicit.	
	Level 2 (3–4 marks) Reasonable response Some reasoned explanation: with some link to the issue but may be implicit at times.	
	The personal dimension is implicit at times.	
	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.	
	The personal dimension is implicit or not apparent.	
	Answers at this level may repeat source material with little understanding.	
	Level 0 (0 marks) No relevant response or creditworthy material.	

Question	Answer	Marks
2(a)	**'Cybercrime is the most important challenge for organisations today.' What are the strengths and weaknesses of the argument supporting this claim?** **Main Annotations** **Indicative content** Candidates are likely to discuss the following evaluative points relating to Source 3 **Strengths:** • Clear Structure • Reasonable tone • Range of evidence / examples • Expert testimony **Weaknesses:** • Some assertion • Unnamed specialist / citation incomplete • One-sided / unbalanced Discussion of the arguments/reasons and the evidence in the Source should both be credited. The following levels of response should be used to award marks: **Level 3 (5–6 marks) Good response** Clearly reasoned and credible evaluation. Usually, 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. Evaluation is clearly focused on the evidence and arguments, their strengths and / or weaknesses and the way they are used to support the claim. There is usually some clear reference to the evidence and arguments in the source e.g. quotation / summary **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. Usually, the response contains one (or more) developed point(s), with some other undeveloped points. Some (two or more) undeveloped points may be sufficient to reach this level.	6

Question	Answer	Marks
2(a)	**Level 1 (1–2 marks) Limited response** Limited evaluation which is often unsupported and asserted. The response is often unclear, tangential, and generalised. Usually contains one or two undeveloped points. Answers at this level may repeat source material with little understanding. **Level 0 (0 marks)** No relevant response or creditworthy material. *Further guidance – if the claim is implicit then the response is unlikely to be awarded above Level 2.*	

Question	Answer	Marks
2(b)	**'The amount of cybercrime is increasing rapidly.'** **How could you test this claim? You may consider the types of information, sources of evidence or methods you might use.** **Main Annotations** ✔️ ⬛DEV ❌ ⬛⌃ ❓ **Indicative content** Candidates are likely to discuss the following ways to test the claim stated in Source 3. **Possible types of information:** • Compare statistics / information on cybercrime • Data from organisations (internet watchdogs, internet providers, businesses). • Individual testimony or personal experience. • Material from research reports. • Other relevant response. **Possible sources of information:** • National and local governments and their departments • International organisations, e.g. Internet Watch Foundation, International Monetary Fund • Experts in cyber crime • Research reports • Pressure groups, charities and NGOs • Media and the internet. • Other relevant response. **Possible methods:** • Review of secondary sources / literature / research / documents. • Interview relevant experts, businesses that have been affected. • Internet search. • Questionnaires. • Surveys. • Other relevant response. The following levels of response should be used to award marks: **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 usually contains three (or more) developed points and may contain some undeveloped points. The response is clearly and explicitly related to testing the claim. **Level 3 (5–6 marks) Good response** Reasoned and mainly credible explanation of ways to test the claim. The response usually contains two (or more) developed points and may contain some undeveloped points. The response is explicitly related to testing the claim.	**8**

Question	Answer	Marks
2(b)	**Level 2 (3–4 marks) Reasonable response** Some reasoning and explanation of ways to test the claim. The response usually 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. The response is related to testing the claim. **Level 1 (1–2 marks) Limited response** Limited explanation of ways to test the claim. The response usually contains one or two simple, undeveloped, and asserted points. 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. **Level 0 (0 marks)** No relevant response or creditworthy material. *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.*	

Question	Answer	Marks
3(a)	**Identify <u>one</u> opinion from Isla's statement.** **Main Annotations** ✔ ✘ BOD **Indicative content** An opinion is an individual's point of view or belief which is not necessarily shared by others or supported by evidence. Candidates may identify one of the following from Source 4. • everything is now on the internet • I think this [the use of the internet] will only continue • The growing number of internet users and connected devices increases the opportunity for cybercrime. • it is much harder for parents to know what their children are doing on the internet • However, I do believe that it is the responsibility of governments… to reduce the impact of cybercrime and make users aware of the risks. • We are living in a digital world • Other reasonable response 1 mark should be awarded for correctly identifying an opinion form the list above. *Further guidance – candidates may use their own words.*	1

Question	Answer	Marks
3(b)	**Identify <u>one</u> value judgement from Freya's statement.** **Main Annotations** ✔ ✘ BOD **Indicative content** A value judgement is a view or decision about what is right, wrong or important, based a particular set of standards, principles, or values. The following examples are found in Source 4. • it is wrong that the government and big business should be the only ones responsible for reducing internet risks. • It is important for schools to offer information and training about the internet Award 1 mark for correctly identifying a value judgement from the list above. Candidates may use their own words. *Further guidance – note that the only acceptable answers are listed above. However, candidates may use their own words.*	1

Question	Answer	Marks
3(c)	**Explain why Freya's statement might be biased.** **Main Annotations** ✔ ✘ ⌃ ❓ BOD **Indicative content** Bias is a tendency or prejudice for or against something; an attitude of strong like or dislike; an unbalanced approach not prepared to consider counter-arguments or other points of view. Candidates are likely to identify the following possible reasons for bias from Freya's background / experience: • A psychologist who has published a book on the topic with advice on the issue. • The author wants to sell her book so may have a vested interest Candidates are likely to identify the following evidence of bias from Freya's statement: • Lack of balance / focus on negative issue. • Emotive language. • Lack of evidence to support opinion. (Studies are mentioned, but not the source of these) • Focused only on personal / local experience. The following levels of response should be used to award marks: **Level 3 (3 marks) Good response** A clear explanation of why the statement may be biased supported with evidence from the statement. **Level 2 (2 marks) Reasonable response** A basic or partial understanding / explanation of why the statement may be biased. **Level 1 (1 mark) Limited response** A Limited explanation of why the statement may be biased. **Level 0 (0 marks)** No relevant response or creditworthy material.	3

Question	Answer	Marks
3(d)	**Which argument is more convincing, Isla's or Freya'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.** **Main Annotations J** ✔️ DEV ❌ ⌃ ❓ **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: **Strength of reasoning:** • Logic • Structure • Balance • Claims **Use of language:** • Tone – emotive, exaggerated, precise • Clarity **Evidence:** • 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 **Sources of bias** • Local interest • Economic • Personal values • Experience **Likely consequences of the ideas presented** **Acceptability of their values to others** • How likely other people are to agree with their perspective / view	15

Question	Answer	Marks
3(d)	The following levels of response should be used to award marks: **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. 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. A clear judgement is reached. **Level 4 (10–12 marks) Good response** Clear, supported points / explanation about which argument is more convincing. Evaluation of both arguments, with comparison. 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. 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. A judgment is reached. **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. 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. Some material from the sources may be used as evidence to support the evaluation. The response may occasionally lack some clarity and by difficult to follow. An attempt is made to give a judgement. **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. The response usually contains two (or more) undeveloped points. A basic judgement may be reached.	

Question	Answer	Marks
3(d)	**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. The response may not contain any clear evaluative points. **Level 0 (0 marks)** No relevant response or creditworthy material. *Responses that give a very good evaluation of only one argument may achieve Level 3 but no higher.*	

Question	Answer	Marks
4	**A government wants to reduce the impact of cybercrime in their country.**	**24**
	The following actions are being considered:	
	• **introduce lessons on internet safety in schools** • **increase the penalties for criminals involved in cybercrime** • **allow the police to see all internet activity.**	
	Which <u>one</u> of these actions would you recommend to the government and why?	
	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.**	
	Main Annotations J ✅ DEV ❌ ∧	
	Indicative content	
	Candidates are expected to make a judgement about the how to tackle cyber-crime on a national level using reasons and evidence to justify their choice. Candidates may use and develop the material found in Sources 1 to 4, but should go beyond simply repeating or recycling without adaptation. Other material may be introduced but is not necessary to gain full marks.	
	Candidates may consider some of the following: • Reference to scale of impact on cyber crime • Reference to different consequences and implications for individuals / groups / government. • How long it might take to make a difference. • Barriers to change. • The power of collective action, e.g. Cooperation between countries over cyber-crime issues. • The influence of individuals and groups on decision making. • The role of vested interests and power differences. • Potential conflicts of interest. • Difficulties in planning and coordinating improvements. • Cost and access to resources to implement change. • Worries over surveillance and freedoms • Other reasonable response.	
	The following levels of response should be used to award marks:	
	Level 5 (20–24 marks) Very good response Clear, well supported and credible reasoning about the actions. Different arguments and perspectives are clearly considered.	
	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.	

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