



Cambridge International AS & A Level

GLOBAL PERSPECTIVES & RESEARCH

9239/12

Paper 1 Written Exam

March 2021

MARK SCHEME

Maximum Mark: 30

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the March 2021 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **18** printed pages.

PUBLISHED**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 descriptors 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 descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors 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 descriptors.

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 descriptors in mind.

PUBLISHED**Social Science-Specific Marking Principles
(for point-based marking)****1 Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require n reasons (e.g. State two reasons...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- e** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- f** DO NOT require spellings to be correct, unless this is part of the test. However, spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:






- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.


3 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Annotations

As noted, scripts must be annotated to show how and where marks have been awarded. Scripts are marked on RM Assessor and these on-screen annotations are available. They should be used as required by the mark scheme and guidance.

Annotation	Meaning
	Correct, creditworthy point. Used in Question 1 only.
	Incorrect point. Used in Question 1 or for clear error elsewhere. Also used to show no creditable material – the equivalent of L0.
	Unclear/confused point
ND	Needs developing. When used alone simply identifies a point made without development. Used in both Question 2 and 3.
ND+ or ND-	Partially developed strength (ND+) or weakness (ND-). Used for general , supported points in Question 2. [ND and + or – added separately]
+ or -	Fully developed strength or weakness. Used for fully supported points in Question 2.
ND EVAL	Partially Developed Evaluation. Used in Question 3 to show where general points are made.
EVAL	Fully Developed Evaluation. Explanation and illustration, fully supporting points in Question 3.
C	Comparison of content. Used in Question 3 when no evaluation ; simply comparison of documents
J	Judgement. Used alone as J to show full judgement, or as ND J , to show partial judgement. Especially used in Question 3.
	Not answering the question. For example, when introducing own knowledge.
	Repetition. When repeating a point as a summary or simply stating another example that does not develop the evaluation.

Annotation	Meaning
L1 L2 L3	Level 1, 2 or 3 response. Used in Question 2 and Question 3 to allocate a level for each criterion in the levels tables. They can be used together, like L3/L2 to show a split grade . Used alone to give overall level for the question. (See guidance on last 4 pages)
	On Page Comment. Used where necessary to clarify a decision.

Please follow the guidance within the mark scheme on how to annotate each question.

Note

The mark scheme cannot cover all points that candidates may make for all of the questions. In some cases candidates may think of very strong answers which the mark scheme has not predicted. These answers should be credited according to their quality. If examiners are in any doubt about an answer they should contact their Team Leader or Principal Examiner. For answers marked by levels of response:

- a. Mark grids describe the top of each level.
- b. **To determine the level** – start at the highest level and work down until you reach the level that matches the answer.
- c. **To determine the mark within the level**, consider the following:

Descriptor	Award mark
Consistently meets the criteria for this level	At top of level
Meets the criteria but with some slight inconsistency	Above middle and either below top of level or at middle of level (depending on number of marks available)
Just enough achievement on balance for this level	Above bottom and either below middle or at middle of level (depending on number of marks available)
On the borderline of this level and the one below	At bottom of level

Assessment Objectives for Global Perspectives

AO1 Research, analysis and evaluation	<ul style="list-style-type: none">• analyse arguments to understand how they are structured and on what they are based• analyse perspectives and understand the different claims, reasons, arguments, views and evidence they contain• synthesize relevant and credible research/text in support of judgements about arguments and perspectives• critically evaluate the strengths, weaknesses and implications of reasoning in arguments and overall perspectives• critically evaluate the nature of different arguments and perspectives• use research/text to support judgements about arguments and perspectives
--	---

Coverage of Assessment Objectives:

- 1.a Q1 (a), Q1 (b), Q2, Q3
- 1.b Q2, Q3
- 1.c Q2, Q3
- 1.d Q2, Q3
- 1.e Q2, Q3
- 1.f Q2, Q3

Question	Answer	Marks
1	<p>Identify and explain three negative impacts of a rise in sea-level as given by the author in Document 1.</p> <p>You should give <u>three</u> different explanations.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>RM Assessor annotation: ✓ for each correct identification. The annotation should be placed within the body of the text to indicate where the marks were awarded.</p> </div> <p>Credit up to 2 marks each, for up to 3 impacts, identified and explained:</p> <p>Credit correct versions of the following:</p> <ul style="list-style-type: none"> • Islands will disappear due to sea level rise/islands at risk (ID) ✓ this means that people who live on islands could lose everything.(EX) ✓ (homes/identity/culture/country) • There will be land loss due to beach erosion (ID) ✓ this means there will be less land for agriculture (so there may be food shortages)/cause people to move (as jobs are lost). (EX) ✓ • Freshwater supplies will be contaminated by saltwater (ID) ✓ this will affect commercial fisheries and will have an effect on food supplies/ employment and business/ will reduce the amount of drinking water and water for irrigation that is available. (EX) ✓ • Homes could be flooded/destroyed (ID) ✓ and people may have to move (to higher ground)/ are displaced ✓ (EX) <p>Accept</p> <ul style="list-style-type: none"> • Reefs will die (ID) ✓ – (note that candidates may explain this from their own knowledge so only credit identification.) <p>NB Accept any logical explanation given by the candidate that is found anywhere in the text.</p>	6

PUBLISHED

Question	Answer	Marks
1	<p>Explanation may be credited as Identification.</p> <p>Do not credit:</p> <ul style="list-style-type: none">• Temperatures will rise over 2°C• Sea-levels will rise <p>Do not award explanation marks for direct copying from the text. Answers should be in the candidate's own words. It does require using the text not just quoting it. This might involve correct <i>paraphrase</i>, correct <i>precis</i> or correct <i>synthesis</i> of the text</p> <p>Do not credit explanation marks where a candidate uses their own knowledge.</p>	

PUBLISHED

Question	Answer	Marks
2	<p>Assess the strengths and weaknesses of the evidence used by the author in Document 1 to support her argument.</p> <p>Use the levels-based marking grid below to credit marks. (NB Level 3 involves the impact of the evidence upon the claim – a key characteristic.)</p> <p>No set answer is expected, and examiners should be flexible in their approach. Candidates may include some of the following:</p> <p>Strengths: The following strengths of evidence support her argument about climate change:</p> <p>First-hand evidence:</p> <ul style="list-style-type: none"> • The author is from the Maldives and has seen for herself the damage done and is able to support her argument with relevant information. <p>Use of evidence from sources with authority/expertise</p> <ul style="list-style-type: none"> • Paris agreement, UNIPCC, James Hansen. <p>Uses relevant examples</p> <ul style="list-style-type: none"> • Thulhaadoo, Hithaadhoo Muthaafushi to show how the islands are when healthy and some of the negative impacts. <p>Uses global evidence:</p> <ul style="list-style-type: none"> • IPCC report, 48 island nations, Indian ocean, Pacific, Mediterranean, Caribbean and South China Sea – to give support to the severity and spread of the problem. <p>Gives evidence of impacts already seen (and knock-on effects on people’s lives):</p> <ul style="list-style-type: none"> • agriculture, fisheries, infrastructure, forced movement of people. <p>Personal interest:</p> <ul style="list-style-type: none"> • makes it likely that the evidence is honest and trustworthy as she will want the best outcome for her own home country. 	10

PUBLISHED

Question	Answer	Marks
2	<p>Weaknesses of evidence:</p> <p>Some unsupported views.</p> <ul style="list-style-type: none"> • She says that climate change must be made an election issue but gives no evidence that it is not already one (Paris agreement seems to imply politicians are on board with this). And no clear evidence is given to explain what impact politicians could have. <p>Lack of detailed facts and figures to support her various views:</p> <ul style="list-style-type: none"> • No figures on Hitaadhoo, or Muthaafushi. <p>Some vague figures and unspecified examples:</p> <ul style="list-style-type: none"> • <i>‘by several metres’</i> – (no exact figure.) • <i>forcing people to move</i> (who and to where?). <i>Some may move within the same country</i> (which country?) • <i>Millions of people across the world</i> - These vague figures and unclear examples undermine the argument. <p>Vested interest/bias</p> <ul style="list-style-type: none"> • She is Maldivian so may have chosen evidence to exaggerate the situation in Maldives to make it seem more of a serious problem there than elsewhere. Implicit link to the evidence is required. <p>There is no requirement to use technical terms to access any level and candidates will NOT be rewarded for their use unless they link them directly to the assessments made.</p>	

PUBLISHED

Question	Answer	Marks
3	<p>To what extent is the author’s argument in Document 2 more convincing than the author’s argument in Document 1?</p> <p>Use the levels-based marking grid below to credit marks. No set answer is expected, and examiners should be flexible in their approach. Candidates may include some of the following:</p> <p>More convincing:</p> <p>Has a more practical and realistic conclusion /solution: The author of Doc 2 suggests that scientists working on the issue clarify what they can do and then get on with it but protect their own mental health. Whereas the author of Doc 1 concludes a very vague idea about a solution and continues with her own personal desires.</p> <p>More expertise: The author of Doc 2 is a climate scientist and understands the situation very well, whereas the author of Doc 1 is looking at the situation from a personal and less scientific viewpoint.</p> <p>Uses imagery to put the reader in the picture: Naughten (Doc 2) uses the image of a film and the audience watching but not being part of it, is a strong image to draw the reader in to understand the point being made about our disconnect from the reality. Whereas Hussain (Doc 1) is simply describing her own home and her own concerns and does not attempt to put the reader in the picture.</p> <p>Balances her own contradictory feelings: Naughten (Doc 2) admits that she enjoys working on the issue of global warming as a scientific puzzle/intellectual exercise – at the same time telling us that she finds it difficult to face the realities of the consequences of climate change. This presents a more honest-sounding perspective than Hussain (Doc 1) who complains that no-one is taking action but, doesn’t seem to be taking any action herself and doesn’t admit to any conflict in her own thinking.</p>	14

PUBLISHED

Question	Answer	Marks
3	<p>Less convincing:</p> <p>Less evidence: Naughten, (Doc 2) despite her profession, provides no facts and figures about the issue of global warming, with very generalised discussion of the issue. Hussain (Doc 1) provides some facts and figures (though some are vague – several metres): 1.5°C by 2040 / over 2°C by 2030, lists of places where sea level rise will impact islands.</p> <p>Less consideration of actual impacts of global warming on others (engagement with the issue): Naughten’s argument (Doc 2) is more concerned with the welfare of professionals than with the actual impact of global warming on anyone else. This makes her view come across as more self-centred and blinkered than Hussain (Doc 1) who describes the impacts on island peoples in general, though she appears not to live there herself anymore.</p> <p>Neither more or less convincing</p> <p>Both use contrast:</p> <p>Naughten (Doc 2) uses the description of her ordinary comfortable and reassuring home life to contrast with the frightening issue of global warming. Hussain (Doc 1) uses the description of her happy holiday with her son to contrast with the threat to their homeland.</p> <p>Neither has a specific practical solution or a suggestion for addressing the issue of global warming: Hussain (Doc 1) suggests very generally that we should transition to renewables and clean energy technology and try to influence our politicians. However, she gives no details of how we should do this and how likely it is that we can succeed. Naughten (Doc2) suggests that scientists look after their own well-being by not thinking too much about the issue, but presents no possible solutions to prevent a wasteland apart from the very general ‘decarbonise the economy’</p> <p>There is no requirement to use technical terms to access any level and candidates will NOT be rewarded for their use unless they link them directly to the assessments made</p>	

PUBLISHED**Marking and annotation guidance – Question 2 – 10 marks**

Annotate in the left-hand margin as below:

- a) ND (needs developing) when a point has been mentioned but not developed (simplistic),
- b) ND+ or ND- when a strength or weakness has been partially developed (generalised) and
- c) + or - for a fully developed and explained point of strength or weakness of the evidence used by the author. (detailed) **[Point made, point explained, point illustrated with clear example (s) from the document to show impact of the evidence.]**

Use the levels table and the guidance to determine an appropriate level and mark:

Level	Marks	Descriptor
L3	8-10	<ul style="list-style-type: none"> • Both strengths and weaknesses are assessed. • Assessment of evidence is sustained, and a judgement is reached. • Assessment explicitly includes the impact of specific evidence upon the claims made. • Communication is highly effective - explanation and reasoning accurate and clearly expressed.
L2	4-7	<ul style="list-style-type: none"> • Answers focus more on either the strengths or weakness, although both are present/identified. • Assessment identifies strength or weakness of evidence with little explanation. • Assessment of evidence is relevant but generalised, not always linked to specific claims. • Communication is accurate - explanation and reasoning is limited, but clearly expressed.
L1	1-3	<ul style="list-style-type: none"> • Answers show little or no assessment of evidence. • Assessment, if any, is simplistic. • Evidence may be identified, and weakness may be named. • Communication is limited - response may be cursory or descriptive.
	0	<ul style="list-style-type: none"> • no creditable material.

- In Question 2 there are 4 bullet points on the levels grid. They reflect:
 - How much assessment there is
 - The quality/sophistication/consistency of the assessment
 - How the evidence is linked to the author's claims
 - Effectiveness of communication

- In simple terms the levels are:
 - Level 3 – detailed and sustained
 - Level 2 – generalised and lacking some assessment/explanation
 - Level 1 – simplistic or descriptive
 - Level 0 – have no creditable material (Mark X)
- **You are required to make a judgement of the level that is the best fit for each bullet point. This can include split levels. These will then inform the overall level and mark within it as illustrated below. The notes for awarding marks on page 3 of the mark scheme are for general guidance that reflect the more detailed approach below.**
- These should be listed at the bottom of the answer in the correct order.
 - e.g. L3 L2 L2 L2

This would be a L3 answer as it fulfils all the L2 criteria and has one in L3. It is, however, only just in L3 so would be at the bottom of the level and be awarded 8 marks out of 10.

- In the right-hand margin (away from the other 4 level marks) please insert the overall level, in this case L3, then add the mark (8) to the mark grid on the right-hand side.
- Other examples:

○ e.g. L3 L3 L3 L3 Overall Level 3 – Mark 10

This fulfils all L3 criteria so is at the top of L3.

○ e.g. L2 L1 L2 L1 Overall Level 2 – Mark 5

This is a low middle L2 as the L2 criteria have only been partially met.

○ e.g. L2 L1 L1 L1 Overall Level 2 – Mark 4

This is a low L2 so the mark is at the bottom of the range.

○ e.g. L2 L3/L2 L3/L2 L2 Overall Level 3 – Mark 8

Split grades are allowed where the best fit is a combination of the criteria for two different levels. Treat the L3/L2 as low L3 so overall this would just reach L3 at 8.

○ e.g. L1 X L1 L1 Overall Level 1 – Mark 2

Use X where there is no creditworthy material (L0)

PUBLISHED

- **In level 2 there is a range of 4 marks so use all 4 criteria to make your judgement.**
- **In Level 3 and level 1 there is a range of 3 marks so make your judgement mainly on the first 3 criteria, saving the communication mark as final guidance.**

PUBLISHED**Marking and annotation guidance – Question 3 – 14 marks**

Annotate in the left-hand margin as below:

- a) ND (needs developing) when a point has been mentioned but not developed,
- b) ND EVAL when a point of evaluation has been partially developed (e.g. may make a valid point but without appropriately referencing the documents)
- c) EVAL for a fully developed point that looks at documents and perspectives and uses illustration (perhaps with a quote) from the authors
(Evaluation point made, point explained, point illustrated with clear example (s) from the document as explicit reference.)
- d) C for a direct descriptive comparison of the documents that contains no evaluation. (e.g. X said ‘this’ and Y said ‘that’)
- e) ? for an unclear or confused answer
- f) J for where judgement is recognised.

Level	Marks	Descriptor
L3	10-14	<ul style="list-style-type: none"> • The judgement is sustained and reasoned. • Alternative perspectives have sustained assessment. • Critical evaluation is of key issues raised in the passages and has explicit reference. • Explanation and reasoning are highly effective, accurate and clearly expressed. • Communication is highly effective - clear evidence of a structured cogent argument with conclusions explicitly stated and directly linked to the assessment.
L2	5-9	<ul style="list-style-type: none"> • Judgement is reasoned. • One perspective may be focused upon for assessment. • Evaluation is present but may not relate to key issues. • Explanation and reasoning are generally accurate. • Communication is accurate - some evidence of a structured discussion although conclusions may not be explicitly stated, nor link directly to the assessment.
L1	1-4	<ul style="list-style-type: none"> • Judgement, if present, is unsupported or superficial. • Alternative perspectives have little or no assessment • Evaluation, if any, is simplistic/undeveloped. Answers may describe a few points comparing the two documents. • Relevant evidence or reasons may be identified. • Communication is limited. Response may be cursory.
X	0	<ul style="list-style-type: none"> • no creditable material.

PUBLISHED

- In Question 3 there are 5 bullet points on the levels grid. They reflect:
 - The level of judgement (i.e. how convincing is one document over the other, if at all)
 - Level of perspective (i.e. different viewpoints based on argument, evidence and assumptions within a context)
 - Evaluation
Explanation and reasoning
 - Communication

- In simple terms the levels are:
 - Level 3 – Sustained, explicit, highly effective
 - Level 2 – Generalised, generally accurate, less focussed on perspectives and evaluation than L3
 - Level 1 – Superficial, simplistic/undeveloped, descriptive
 - Level 0 – No creditable material. Use X as the annotation for this.

- Judgement can be covered throughout the answer with direct evaluation between the documents but can also be achieved by evaluation of the documents separately with a thorough judgement paragraph at the end.

- As in Question 2, put the levels for the 5 bullet points at the end of the answer:
 - e.g. L2 L3 L2 L2 L2
This would be a L3 answer as it fulfils all the criteria for L2 and has one L3. This puts it at the bottom of the L3 range of marks – 10.
- Other examples:
 - e.g. L2 L2 L2 L2 L2 Overall Level 2 – mark 9
Having 5 L2 marks gives the top of L2 (9 marks) as all level 2 criteria have been met.
 - e.g. L2 L2 L1 L1 L2 Overall Level 2 – mark 7
Having 5 L2 marks would give the top of L2 (9 marks) but this has two L1 grades bringing it to a mid L2 i.e. 7

- Split grades are allowed e.g. L2/L1 or L1/X when the answer does not exactly fit the level descriptors. Treat them as low level, so L2/L1 would be a low level 2 when deciding on the overall level and mark.

- **In level 2 and level 3 there is a range of 5 marks so use all 5 criteria to make your judgement.**
- **In level 1 there is a range of 4 marks so make your judgement mainly on the first 4 criteria, saving the communication mark as final guidance.**