Cambridge International AS Level

GLOBAL PERSPECTIVES & RESEARCH **9239/13**

Paper 1 Written Exam **October/November 2020**

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.

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This document consists of **17** printed pages.

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.

1   Questions 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.
- 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.

Annotation	Meaning
NAQ	**Not answering the question.** For example, when introducing own knowledge.
REP	**Repetition.** When repeating a point as a summary or simply stating another example that does not develop the evaluation.
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**	• 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	**Identify and explain <u>three</u> approaches that have helped the conservation area Lewa combat poaching, as mentioned by the author in Document 1.** 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. **Accept answers that combine the approach/method and the explanation.** **Accept answers that combine all three ways and explain them all.** **Accept answers that list the approaches first and then explain them separately.** Quotes from the text: • reform poachers (I) • use security (I) (rangers/helicopters and aircraft/hi-tech operations)/well-armed • Get neighbouring communities on your side (I) • corruption investigation (I) Or paraphrases the text correctly: • Josephine Ekiru persuaded poachers to become rangers. (I) • Lewa uses security measures (I) • Local people are the first line of defence. (I) • Corrupt staff were dismissed. (I) **Credit 1 mark each for up to 3 correct explanations. (**combined answers **1+1)** • Because poachers who were reformed (I) ✓became rangers and stopped poaching/made them understand the impact on environment through education (E)✓ • Because using aircraft and helicopters and other security measures(I)✓ allowed Lewa to monitor/protect/a huge area./ act as deterrent (E)✓ • Local people are the first line of defence (I) ✓because if they are on the side of the Lewa conservancy, they will not be involved in poaching.(E)✓ • Corrupt staff were dismissed (I)✓ because they had accepted bribes and given information to poachers.(E)✓	**6**

Question	Answer	Marks
1	**An explanation does not require the answer to develop the text from the candidate's own understanding. However, it does require using the text rather than just quoting it. This might involve correct paraphrase, correct precis, or correct synthesis of parts of the text.** **Credit 0 marks:** For a statement of an incorrect part of the text • catch the people organising the trade. • life imprisonment for poachers • burning seized ivory • persuade the market it's a shame • local people run the show	

Question	Answer	Marks
2	**Assess the strengths and weaknesses of the evidence used by the author in Document 1.**	**10**
	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:	
	Strengths:	
	Report from the area/first-hand accounts:	
	Adam Vaughan is writing his report from Lewa and Nairobi and includes interviews from both areas, strengthening the credibility of his evidence, implying that he may have collected first-hand information.	
	Balance of perspectives:	
	His interviews with Leakey, local poachers, Ekiru, Pameri, give a balance of different perspectives.	
	Relevant statistics/information:	
	The statistics used support the argument, figures show the extent of the problem and the success of the Lewa project: • the amount of ivory burnt in one month • financial rewards of poaching (and informing) compared to ordinary local earnings from herding • price of rhino horns on black market.	
	Significance: Detailed information about size and range of Lewa, *(62 000 acres)* list of animals there,*(zebra, elephants …)* list of equipment used (*aircraft, helicopters …*) all help to support the claim that Lewa has been a successful venture.	

Question	Answer	Marks
2	**Weaknesses:** **Some unsupported claims/unexplained details:** There is no evidence provided to explain why it is difficult to catch the organisers of ivory trade. There is an implication that corruption is to blame but this is not explained. The work of the KWS is not explained and no evidence or statistics are given for what it does/should do. Leakey is quoted but the relevance of some of his claims is not fully explained and evidence is not provided to support (or refute) them: Corruption is everywhere in Kenya. '*There just won't be the need for these elephants to be killed*' **Lack of personal expertise:** the author is an energy correspondent so may have no access to, or understanding of, relevant data. **Unsourced figures:** *100 tonnes* – without a source we have to take the figures on trust. **Some unexplained details:** *cameras are switched off* – without more details or explanation a link to corruption seems vague and general. 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.	

Question	Answer	Marks
3	**To what extent is the author's argument in Document 2 more convincing than that of the author in Document 1?** **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: **More convincing:** **Provenance of authors:** Doc 2 is written by two authors with high status in relevant organisations (Fedotov: UNODC and Scanlon: CITES). This gives us confidence in their knowledge and expertise and we can believe they have full access to relevant information and statistics. This makes their argument more convincing than Doc 1 which is written by an energy correspondent. **More logical structure:** Doc 2 (Fedotov and Scanlon) is clearly structured. The introduction gives a clear picture of the global situation and each paragraph flows on well from the last, building up logically to the conclusion that their organisations are determined to make a difference and should do so. This makes the argument easier to follow and more convincing than the less structured argument of Doc 1 (Vaughan). **Global perspective/international impacts:** Document 2 is written by people who work for international organisations, they include information and statistics about the issue on a global scale and the impacts in different countries and on different species. This makes the argument more convincing than Doc 1 which concentrates on rhino horn and ivory and is limited to the impacts in Kenya – without any clear view on attitudes elsewhere. **More detailed explanation of issues:** Doc 2 (Fedotov &Scanlon) explain each point clearly as they make it: They explain why corruption is important and how it impacts society/what corrupt officials actually do/how the illegal trade affects different areas/why the various species are stolen (what they are used for). This makes the argument in Doc 2 easier to understand and so more convincing than the vaguer explanations in Doc 1 (Vaughan) **Clearer view:** Doc 2 (Fedotov & Scanlon) presents a clearer view on the main issue that must be addressed – corruption – and their whole argument revolves on that, making it more convincing than Doc 1 (Vaughan) who has presented the views of other people and has a less clear focus on what the main issue is or what should be addressed, concluding with two possible approaches suggested by others.	14

Question	Answer	Marks
3	**Less convincing:** **More impersonal style:** Fedotov and Scanlon have a more technical approach to the topic in Doc 2 and this is less convincing than the personal testimonies that give colour and interest to Doc 1 and make Adam Vaughan's argument more compelling. Doc.2 (Fedotov & Scanlon) is less heartfelt and sounds more like a speech, making it less convincing than Adam Vaughan's argument with its anecdotes and illustrations of local people's lives and experiences. **Less clear practical solutions:** (Doc 2) Fedotov & Scanlon seem to be saying that CITES and UNODC will solve the problem by talking about it again, as they have already done, this is less convincing than the more practical recommendations and examples given in Doc 1 (Vaughan) about possible solutions. **The same, neither more or less convincing:** Both documents lack any real practical recommendations about what can be done about corruption in the long term. Document 1 does not look at future solutions and Document 2 suggests talking about how to deal with it. 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.	

Question	Answer	Marks
3	**Judgement**	
	The candidate may consider that Document 2 is more convincing as it is written by two people with high status and expertise in the relevant area and follows a logical structure, with a clear global view on the main issue.	
	The candidate may consider that Document 1 is more convincing as it is written by someone who has been to the areas where people are affected by poaching and spoken to a range of people who are involved in the 'battle' – their testimonies and stories make the argument more compelling and so more convincing.	
	The candidate may consider that the strengths and weaknesses of the two documents balance each other out so that the more logical technical and global argument of Document 2 is no more convincing than the more personal, detailed and colourful argument of Document 1.	

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	• **Both** strengths and weaknesses of evidence 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	• Answers focus more on **either** the strengths **or** weakness of the evidence, 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	• Answers show **little** or **no** assessment of evidence. • Assessment of evidence, if any, is **simplistic**. • Evidence may be **identified,** and weakness may be **named**. • Communication is **limited** - response may be **cursory** or **descriptive**.
	0	• no creditable material.

• In Question 2 there are 4 bullet points on the levels grid. They reflect:
  o How much assessment there is
  o The quality/sophistication/consistency of the assessment
  o How the evidence is linked to the author's claims
  o 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. This **must** be awarded 10 marks.

  - 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)

- **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.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	• 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	• 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	• 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	• no creditable material.

- 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. It **must** be given 9 marks. There should be no subjective judgement.

  - 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.**