



Cambridge International AS & A Level

GLOBAL PERSPECTIVES & RESEARCH

9239/12

Paper 1 Written Exam

February/March 2022

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 February/March 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **19** 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 credit answers which are obviously self-contradicting or trying to cover all possibilities
- f** 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).
- g** 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.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4 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.

2 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)

5 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.

6 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.
	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.

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Annotation	Meaning
<p style="text-align: center;">L1 L2 L3</p>	<p style="text-align: center;">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)</p>
<p style="text-align: center;"></p>	<p style="text-align: center;">On Page Comment. Used where necessary to clarify a decision.</p>

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

<p>AO1 Research, analysis and evaluation</p>	<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 • synthesise 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
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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 <i>three</i> ways palm oil production is better than other crop production, as given by the author in Document 1.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>RM Assessor annotation: ✓ for each correct identification and explanation. 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 positive impacts of cultivation, identified and explained.</p> <p>Note: Accept any logical explanation given by the candidate. They may extrapolate or draw information from other parts of the text.</p> <ul style="list-style-type: none"> • It doesn't require chemicals (such as fungicides and pesticides) ✓ – which are damaging to the environment, whereas rubber does. ✓ • It is good for the economy/it is profitable. ✓ Better than other local traditional crops which are not profitable ✓ / Sri Lanka's most profitable crop so helps with its debt crisis. • It produces up to nine times more oil per unit area than other oil crops ✓ so it uses less land than crops such as sunflower and soy. ✓ • It does not cause deforestation because it replaces old rubber lands ✓ as it doesn't create further environmental damage that more rubber plantations or growing other crops would. ✓ <p>Do not credit:</p> <ul style="list-style-type: none"> • It helps to conserve soil moisture and nutrition because it usually results in lush undergrowth. (no indication that this is not true of other crops as well • 95% of effluent is treated and the remaining 5% is harmless. • Factory solid waste is used as an organic manure/to generate renewable energy (as it does not say this is not true of other crops) <p>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.</p>	6

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Question	Answer	Marks
2	<p>Assess the strengths and weaknesses of the evidence that the author gives in Document 1 to support the claims made about palm oil production.</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>Strengths:</p> <ul style="list-style-type: none"> • Relevant evidence from a range of expert sources: (incl: Sunil Poholiyadde, Lalith Obeyesekere, Jagath Gunawardena, World Wildlife Fund) • Relevant evidence that is explained so easy to understand (<i>impact of effluent/ reasons oil palm cultivation does not lead to deforestation</i>) • Relevant sourced statistics on impacts of palm oil production (IUCN, WWF, PA Chairman) • Balance of views on the positive and negative impacts of palm oil production: (positive: Sunil Poholiyadde, + Lalith Obeyesekere, Negative:Jagath Gunawardena, -World Wildlife Fund) <p>Weaknesses:</p> <ul style="list-style-type: none"> • Some evidence is quoted/presented without explanation of its relevance: <i>new species of fish are being discovered.</i> • Contradictory evidence is presented/quoted without clear comment indicating whether one or the other is correct or both are incorrect. <i>Direct release of this effluent can cause freshwater pollution / 95% of palm oil mill effluent is treated and the remaining 5% is also harmless</i> • Some speculative /vague evidence: <i>can pollute/may lead to/could result</i> • Some unsupported assertions introduced in the conclusion: <i>Sri Lanka has a debt crisis/an island rich in natural resources</i> <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>	10

Question	Answer	Marks
3	<p>To what extent is the argument presented by the authors in Document 2 stronger than the argument presented by the author in Document 1?</p> <p>You should consider the strengths and weaknesses of each document.</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><u>Relative strength of Doc 2</u></p> <p>Clearer argument R&P (Doc 2) present a logically structured argument that is easy to follow: There is a clear introduction, showing how ubiquitous palm oil is, followed by the historical context so that the reader is clear what the argument is about. Then explains why this is an issue, outlining EU attitudes. Looks at the impact of any EU ban, explains why this may not help and presents a clear approach to the issues. Whereas Silva (Doc 1) presents a range of different points, back and forth, between pros and cons and is much less easy to follow as an argument.</p> <p>Accessible examples: R&P (Doc 2) give examples to show us how palm oil is used in people’s everyday lives, this makes the argument easy to get into. Silva (Doc 1) is less easy to get into as it opens with some opinions giving more technical information about profits and environmental impacts without explaining what palm oil is and how it is used.</p> <p>Provenance of authors The argument in Document 2 seems stronger to the reader as it is written by specialists in the field, giving us confidence that they know what they are writing about and have access to information that they understand. This contrasts with Document 1 which is written by a journalist with no clear knowledge or expertise presented to us.</p> <p>More global scope Doc. 2 is strengthened by having a more global view, providing information and perspectives from around the world whereas Doc 1 focusses mainly on Sri Lanka</p> <p>Neutral/ measured tone (May also be considered a relative weakness) R&P present a more neutral argument, the examples and views presented are measured – strengthening the argument, whereas those presented by Silva in Doc 1 are more dramatic.</p>	14

Question	Answer	Marks
3	<p><u>Relative Weakness of Doc 2</u></p> <p>Less explanation of important details: Doc 2 makes several unexplained or partially explained assertions that weaken the argument as this makes it difficult to follow what is being argued: the link between palm oil and deforestation is only vaguely explained, whereas in Doc 1, we get 2 explained views on how and whether palm oil cultivation leads to deforestation.</p> <p>Less detail of counter arguments: Both documents include counter arguments, however Doc 2 tends to present these in less detail whereas Doc 1 presents detailed arguments on both sides. In Doc 2 the EU ban is explained in one sentence without any detail, whereas in Doc 1 the WWF view is fully detailed.</p> <p>Less convincing tone: Document 2 is less interesting than Doc 1 as Doc 1 includes views and emotions which strengthen the argument.</p> <p><u>Neither stronger nor weaker</u></p> <p>Sources of information: The authors of both documents use information and opinions from reputable sources.</p> <p>Evidence The authors of both documents support their arguments with relevant facts and figures.</p> <p>Balance The authors of both documents provide a balanced view, with arguments on both sides</p> <p>Reasonable and similar conclusion Though Document 2 presents a detailed possible approach to dealing with the issue and Document 1 does not; both conclude that co-operation is the way forward, in Document 1 between environmentalists and cultivators in Sri Lanka and in Document 2 global co-operation.</p>	

Question	Answer	Marks
3	<p>Judgement</p> <p>Candidates should critically assess perspectives and the use of examples and evidence in order to reach a judgement. In doing this:</p> <p>They may conclude that both are equally strong, that they have a similar balance of strengths and weaknesses.</p> <p>They may conclude that Document 1 is stronger because it provides clear examples of the negative impacts of palm oil on the environment and the counterbalance of negative impacts of banning palm oil, making it clear that both have a valid point of view and so a compromise is required.</p> <p>They may conclude that Document 2 is stronger because it takes a more measured view and has a clearer structure with a logical argument.</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 illustrated with clear example (s) from the document to show impact of the evidence, point explained.]**

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. 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)

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- **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 illustrated with clear example (s) from the document as explicit reference, point explained.**)
- 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.

- 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)

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- 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.**