



Cambridge International AS Level

GLOBAL PERSPECTIVES AND RESEARCH

9239/11

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.

Cambridge International is publishing the mark schemes for the October/November 2020 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U 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**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.
	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.
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

PUBLISHED**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
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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

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Question	Answer	Marks
1(a)	Identify and explain <u>three</u> reasons for the disappearance of traditional Yoruba architecture, as mentioned by the author in Document 1. Credit up to 2 marks each for a correct version of up to three of the following where the answer: Quotes or paraphrases from the text and explains: New cultural influences • Ex-slaves returned from Brazil / European Missionaries arrived (I) ✓ bringing with them a newfound style (new ideas) impacting on traditional architecture/culture (E) ✓ • Local culture is losing its influence (Market places are giving way to Malls) / cultural identity has been stripped (I) ✓, because the world is a global village (people prefer new styles) (E). ✓ Symbols of wealth and progress • Portland cement became popular (I) ✓ and made it easier to build in a standardised form, unlike traditional Yoruba architecture (E). ✓ • Multi-storeyed structures (rather than courtyard buildings) became the new symbol of wealth(I) ✓, so they were more desirable than the old-style buildings (E). ✓ Knocked down or renovated (modernisation) • Ancient courtyard buildings (that indicate poverty) are torn down and replaced by modern buildings / have a makeover (walls are covered in mortar and roofs are replaced with corrugated sheet) (I) ✓ as they are not modern enough for today's tastes as rich people prefer modern houses (Caribbean-style mansions) (E) ✓ Explanations and identifications may be interchanged as long as used logically. 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: Old structures are relics of a family's history.	6

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Question	Answer	Marks
1(a)	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.	

Question	Answer	Marks
2	How convincing is the author's view that it is sad that traditional Yoruba architecture is disappearing? In your answer, you should assess strengths and weaknesses of the author's view. 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: Author's provenance: The author is a Nigerian and a student of architecture, so he is likely to know a lot about the topic of traditional building in his own country, so we can trust his knowledge and views. Evidence: The writer gives us plenty of examples and explanation about how the traditional Yoruba house worked for the traditional Yoruba family. He explains and illustrates the way they lived and how that was possible in the traditional style house. He shows us how building traditionally was a community effort and so important socially. His example of the Osun shrine helps us to understand what he means by 'trial and error' and how this is different from 'standardised' architecture brought in by Europeans. Author's attitude / use of language: The author convinces us that he cares about Nigerian culture and traditions, by explaining why it is important and using emotional terms such as 'it is sad that it is disappearing' and 'we must defend...'	10

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Question	Answer	Marks
2	Weaknesses: Lack of balance / bias The author gives us plenty of explanation and examples of why traditional architecture was important, but he does not give any positives of modern architecture. He is dismissive of people's desire for modern buildings, or 'Caribbean-style mansions', without explaining what is wrong with them. This makes us feel he is being selective and is not giving us the whole picture. He has given us his views but not those of other people with a different perspective. Unconvincing/unsupported conclusion The author has stated, but not really supported, his view that it is sad to lose traditions. He gives evidence that things have changed, but it is not clear that anyone, but the author, is sad about that. The author states that the traditional house indicated the owner's status, but his examples show us that modern houses do the same in modern Nigerian society. He has not given us any evidence that modern houses are not communal. He has not explained how losing traditional houses means losing culture. 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.	

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Question	Answer	Marks
3	The two authors have different perspectives on how architecture should reflect Africa today. To what extent is the argument in Document 2 stronger than that 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: Stronger: Provenance: Mariam Kamara (Doc 2) is a professional architect with expertise, experience and global contacts in the world of architecture. This makes her argument stronger as she can give a fuller and more accurate picture of African architecture than Adams Adeosun (Doc 1) who is only a student of architecture, so may not have much knowledge or expertise. Wider perspectives: Kamara (Doc2) gives a pan-African perspective with examples of architecture from different countries, this makes her argument stronger than Adeosun's (Doc 1) who only concentrates on one area of Nigeria. Kamara (Doc 2) gives details of how architecture relates to climate, materials and culture. This makes her argument stronger than Adeosun's, who only gives details about how Yoruban architecture relates to family life. More balance: Though Kamara (Doc 2) is clearly pro-modern African architecture and does not detail western architecture, she considers 3 modern approaches. This strengthens her argument in comparison to Adeosun (Doc2) who just considers one traditional method and dismisses modern architecture. Kamara (Doc 2) also includes the realities of what urban projects really do and explains why steel and concrete are so popular. More relevant examples: Kamara (Doc 2) gives examples of two different architects from different African countries, strengthening her argument that modern Africans can solve problems. Adeosun (Doc 1) has no evidence or examples of architects using traditional techniques to support his view that Nigerians should build in the traditional way. Stronger argument structure: Kamara's argument (Doc 2) is stronger, because she has a clear structure. She starts with some questions, answers them, explains, gives relevant examples and sums up with a conclusion that is supported and logical. Adeosun (Doc 1) has a point of view which he states. He dismisses any other possible views. He gives us information and the historical content but does not support his view with any evidence.	14

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Question	Answer	Marks
3	Weaker: Less focussed: Mariam Kamara (Doc 2) has written a less focussed argument than Adam Adeosun (Doc 1). She says she is still looking for the clue and her argument covers a wide range of ideas and possibilities but without much detail on most. This weakens her argument, as we are sometimes unclear about what she is discussing. Whereas in Doc 1, where Adam Adeosun concentrates in detail on the Yoruba house and the negative effects of outside influences on architecture, we can visualise the house and understand why he cares about losing the tradition. Too much information/not enough explanation: Mariam Kamara (Doc 2) has provided so much information that it is sometimes difficult to follow her argument. This makes her argument weaker than Adeosun's simpler and more straightforward piece which is more clearly explained and easier to follow. 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. Judgement The candidate may conclude that Mariam Kamara's argument (Doc 2) is stronger, as it has modern examples, is written by someone with present-day experience and is clearly structured and has a supported logical conclusion The candidate may conclude that Doc 1 is stronger as Adam Adeosun's personal more emotive style is more convincing and the details and explanations make his clear view easier to understand. The candidate may decide that on balance the two Documents have different strengths and weaknesses, both arguments are valid and so neither is particularly stronger than the other.	

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	• Both strengths and weaknesses are assessed. • Assessment of argument and 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 strength or weakness, although both are present/identified. • Assessment identifies strength or weakness of argument with little explanation. • Assessment of argument 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 argument/s. • Assessment, 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:
 - 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 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.

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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

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- 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.**