



# Cambridge International AS Level

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**GLOBAL PERSPECTIVES & RESEARCH**

**9239/11**

Paper 1 Written Exam

**October/November 2022**

**MARK SCHEME**

Maximum Mark: 30

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| <p><b>Published</b></p> |
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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 2022 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

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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 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 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                                                                                                                                                                                                                                                                                               |
|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|    | <b>Correct, creditworthy point.</b> Used in <b>Question 1</b> only.                                                                                                                                                                                                                                   |
|    | <b>Incorrect point.</b> Used in Question 1 or for clear error elsewhere. Also used to show no creditable material – the equivalent of L0.                                                                                                                                                             |
|    | <b>Unclear/confused point</b>                                                                                                                                                                                                                                                                         |
| <b>ND</b>                                                                           | <b>Needs developing.</b> When used alone <b>simply</b> identifies a point made without development. Used in both Question 2 and 3.                                                                                                                                                                    |
| <b>ND+ or ND-</b>                                                                   | <b>Partially developed strength (ND+) or weakness (ND-).</b><br>Used for <b>general</b> , supported points in Question 2. [ND and + or – added separately]                                                                                                                                            |
| <b>+ or -</b>                                                                       | <b>Fully developed strength or weakness.</b> Used for <b>fully</b> supported points in Question 2.                                                                                                                                                                                                    |
| <b>ND EVAL</b>                                                                      | <b>Partially Developed Evaluation.</b> Used in Question 3 to show where <b>general</b> points are made.                                                                                                                                                                                               |
| <b>EVAL</b>                                                                         | <b>Fully Developed Evaluation.</b> Explanation and illustration, <b>fully</b> supporting points in Question 3.                                                                                                                                                                                        |
| <b>C</b>                                                                            | <b>Comparison of content.</b> Used in Question 3 when <b>no evaluation</b> ; <b>simply</b> comparison of documents.                                                                                                                                                                                   |
| <b>J</b>                                                                            | <b>Judgement.</b> Used alone as <b>J</b> to show <b>full</b> judgement, or as <b>ND J</b> , to show <b>partial</b> judgement. Especially used in Question 3.                                                                                                                                          |
|  | <b>Not answering the question.</b> For example, when introducing own knowledge.                                                                                                                                                                                                                       |
|  | <b>Repetition.</b> When repeating a point as a summary or simply stating another example that does not develop the evaluation.                                                                                                                                                                        |
| <b>L1 L2 L3</b>                                                                     | <b>Level 1, 2 or 3 response.</b> Used in Question 2 and Question 3 to allocate a level for <b>each criterion</b> in the levels tables. They can be used together, like <b>L3/L2</b> to show a <b>split grade</b> . Used alone to give overall level for the question. (See guidance on last 4 pages). |

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| Annotation                                                                        | Meaning                                                             |
|-----------------------------------------------------------------------------------|---------------------------------------------------------------------|
|  | <b>On Page Comment.</b> 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**

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

**Coverage of Assessment Objectives:**

|            |                             |
|------------|-----------------------------|
| <b>1.a</b> | <b>Q1(a), Q1(b), Q2, Q3</b> |
| <b>1.b</b> | <b>Q2, Q3</b>               |
| <b>1.c</b> | <b>Q2, Q3</b>               |
| <b>1.d</b> | <b>Q2, Q3</b>               |
| <b>1.e</b> | <b>Q2, Q3</b>               |
| <b>1.f</b> | <b>Q2, Q3</b>               |

| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 1        | <p><b>Explain <u>three</u> different ways in which China is not a superpower yet, as given by the author in Document 1.</b></p> <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> <p><b>Credit up to 2 marks</b> for each of <b>three</b> different ways explained.</p> <p><b>Note: Accept any logical explanation given by the candidate. 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.</b></p> <ul style="list-style-type: none"> <li>• To be a superpower a country must have global influence in science and technology. ✓ Although China has made technological advances, it has made much less progress in the traditional sciences/academic research/education. ✓</li> <li>• To be a superpower a country must have soft power. ✓ China does not have this as it has a relative lack of popularity abroad / perceptions of China are negative in US and Europe / China has not accepted the need for an image that will earn respect and support of other countries. ✓</li> <li>• China is not a free democracy (unlike all 36 OECD members which are free democracies). ✓ China will need to modernise its governance by including democracy/freedom/rule of law, to achieve superpower status. ✓</li> </ul> <p><b>Do not credit</b></p> <ul style="list-style-type: none"> <li>• China has one of the world's biggest wealth divides.</li> <li>• The increasing rivalry and trade war between China and the US.</li> <li>• The economic growth rate has steadily dropped over the past decade.</li> <li>• PCI figures, as they are not linked to the idea of superpower by the author.</li> </ul> | 6     |

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| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Marks |
|----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2        | <p><b>Assess the strengths and weaknesses of the evidence presented by the author in Document 1 to support his argument.</b></p> <p><b>Use the levels-based marking grid below to credit marks.</b><br/>           No set answer is expected, and examiners should be flexible in their approach.<br/>           Candidates may include some of the following:</p> <p><b>Strengths:</b></p> <ul style="list-style-type: none"> <li>• <b>Author's experience:</b> Huang has been writing on the topic for 30 years giving him the ability to source and select reliable and relevant evidence. His experience provides confidence that some unsourced evidence is likely to be valid.</li> <li>• <b>Historical background:</b> evidence puts the argument in context (40-year boom due to Deng Xiaoping's reforms).</li> <li>• <b>Reputable sources:</b> IMF (a globally respected organisation which will keep accurate financial records) and PEW Research who have undertaken global surveys in Africa, US and Europe.</li> <li>• <b>Accurate statistics:</b> Details from the IMF are specific and (apart from China) not rounded, e.g. Worldwide average PCI of USD 11,570.</li> <li>• <b>Evidence is explained:</b> data on PCI is put into global context showing varying attitudes towards China. Both show China has some way to go to increase its influence.</li> <li>• <b>Global evidence:</b> considers evidence from a variety of global locations: US, Europe, Africa and Japan as well as China.</li> </ul> <p><b>Weaknesses:</b></p> <ul style="list-style-type: none"> <li>• <b>Much unsourced material:</b> For example, in paragraph 7: the economic growth rate has dropped..., China has one of the biggest wealth gaps, mass protests...trade war...threaten China's development.</li> <li>• <b>Author's evidence:</b> Much of the evidence is provided by the author who may have a narrow perspective despite his experience. He is based in Hong Kong so he may have a particular viewpoint relating to China as a whole.</li> <li>• <b>Vague or unsupported assertions:</b> China has the largest army. China has the world's second largest economy.</li> </ul> | 10    |

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| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 2        | <ul style="list-style-type: none"><li>• <b>Inexact wording:</b> ‘A leading exporter of mechanized goods’.</li><li>• <b>Unexplained information:</b> ‘...China has witnessed something of an economic miracle’.</li><li>• <b>Author’s background:</b> His 30 years’ experience of writing about China could cause him to be too focussed on the evidence from China rather than from a more global perspective.</li><li>• 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.</li></ul> |       |

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| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3        | <p><b>To what extent is the argument presented by the author in Document 2 more convincing than that presented by the author in Document 1? You should consider the strengths and weaknesses of each document.</b></p> <p><b>Use the levels-based marking grid below to credit marks.</b><br/> No set answer is expected, and examiners should be flexible in their approach.<br/> Candidates may include some of the following:</p> <p><b>More convincing (because provides):</b></p> <ul style="list-style-type: none"> <li>• <b>Familiar details:</b> Walker (Doc 2) includes details of Japanese influence on everyday life and this detail draws us into his argument. Doc 1 is more formal and less involving to read.</li> <li>• <b>Rhetorical style:</b> The strong imagery and positive phrasing make the argument in Document 2 more convincing than Document 1 which is a more neutral argument.</li> <li>• <b>Author's personal background:</b> Walker (Doc 2) puts himself in the picture with some details of his own life, his family connection with Japan. This makes the argument more convincing than Huang (Doc 1) where there is no personal strand.</li> <li>• <b>Specific examples:</b> Walker (Doc 2) compares the stability of Japan to specified countries where there is unrest, Huang (Doc 1) uses vaguer indications such as 'African' or 'European'.</li> </ul> <p><b>Less convincing (because):</b></p> <ul style="list-style-type: none"> <li>• <b>Provenance:</b> Walker (Doc 2) as President and CEO of the Japan Society may have a vested interest to put forward a strong case for Japan. He has good standing, but Huang (Doc 1) has 30 years' experience of writing on Chinese affairs so may give a more balanced view.</li> <li>• <b>Evidence:</b> Both Walker (Doc 2) and Huang (Doc 1) provide evidence from their own experience. However, Huang does provide statistical data from the IMF and reference PEW Research that better support his argument with reliable sources.</li> <li>• <b>Biased tone:</b> The personal tone of Doc 2 comes across as biased. Walker enthusiastically details large numbers of positives of Japan and Japanese society and culture with only one sentence outlining negatives. This is less convincing than Huang's more balanced, neutral argument which provides details of China's weaknesses as well as strengths.</li> </ul> | 14    |

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| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Marks |
|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3        | <ul style="list-style-type: none"> <li>• <b>Sweeping statements:</b> Walker makes some sweeping statements such as ‘Japan has never looked more attractive to the world’. This is less convincing than the measured tone of Huang’s argument: ‘China has become a globally influential power in the past 10 years. But...’.</li> <li>• <b>More key concepts are unexplained or vague:</b> For example ‘America First’, ‘Chinese Dream’, ‘Making it part of the West’. These vague ideas make Walker’s argument seem less clear and convincing than Huang’s argument, where he explains key points such as Deng’s reforms, what China needs to do to become a superpower, and how soft power works.</li> </ul> <p><b>Neither more or less convincing:</b></p> <ul style="list-style-type: none"> <li>• Both have some balance of strengths and weaknesses.</li> <li>• Both put their argument into a global context.</li> <li>• Both agree that Japan is a soft power giant.</li> <li>• Both agree that soft power is the most effective approach.</li> <li>• Walker’s conclusion could be seen as vague and idealistic but also a clear summary of his argument. Huang’s conclusion could be seen as less clear as it is linked to a new idea of “democracy” but also clearer as it summarises the argument well, including different perspectives.</li> </ul> |       |

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| Question | Answer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Marks |
|----------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| 3        | <p><b>Judgement</b></p> <p>Candidates should critically assess perspectives and the use of evidence and examples to reach a judgement.</p> <p>They may conclude that both are equally convincing and that they have a similar balance of strengths and weaknesses.</p> <p>They may conclude that Document 1 is more convincing because it is more balanced and neutral and comes to a convincing solution.</p> <p>They may conclude that Document 2 is more convincing because the personal tone and rhetorical style draw the reader in to the author's point of view.</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"> <li>• <b>Both</b> strengths and weaknesses are assessed.</li> <li>• Assessment of evidence is <b>sustained, and a judgement is reached</b>.</li> <li>• Assessment explicitly includes the <b>impact</b> of specific evidence upon the claims made.</li> <li>• Communication is <b>highly effective</b> – explanation and reasoning is <b>accurate</b> and <b>clearly</b> expressed.</li> </ul>                                                                               |
| L2    | 4–7   | <ul style="list-style-type: none"> <li>• Answers focus more on <b>either</b> the strengths <b>or</b> weaknesses, although <b>both</b> are present/identified.</li> <li>• Assessment identifies strength <b>or</b> weakness of evidence with little explanation.</li> <li>• Assessment of evidence is relevant but <b>generalised, not always linked</b> to specific claims.</li> <li>• Communication is <b>accurate</b> – explanation and reasoning is <b>limited</b>, but <b>clearly</b> expressed.</li> </ul> |
| L1    | 1–3   | <ul style="list-style-type: none"> <li>• Answers show <b>little</b> or <b>no</b> assessment of evidence.</li> <li>• Assessment, if any, is <b>simplistic</b>.</li> <li>• Evidence may be <b>identified</b>, and weakness may be <b>named</b>.</li> <li>• Communication is <b>limited</b> – response may be <b>cursor</b>y or <b>descriptive</b>.</li> </ul>                                                                                                                                                     |
|       | 0     | <ul style="list-style-type: none"> <li>• no creditable material.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                     |

- 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, and
- f) J for where judgement is recognised.

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

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- 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.**