

**MARK SCHEME for the October/November 2012 series**

**8987 GLOBAL PERSPECTIVES**

**8987/11**

Paper 1 (Written Paper), maximum raw mark 30

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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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### Assessment Objectives

NB: The AOs are inter-dependent and it is thus not feasible to see them discretely so the marking of all answers will be holistic.

<p><b>AO1 Deconstruction</b></p> <p>Analyse and evaluate conclusions, argument, reasoning or claims</p>	<ul style="list-style-type: none"> <li>• critically compare different perspectives</li> <li>• analyse the structure of arguments, reasoning or claims and identify the key components</li> <li>• evaluate the implications of the conclusions, arguments, reasoning or claims</li> <li>• analyse and evaluate the strengths and weaknesses of arguments, reasoning or claims</li> <li>• evaluate the validity of the conclusions, arguments, reasoning or claims</li> </ul>
<p><b>AO1 Reconstruction</b></p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p>	<ul style="list-style-type: none"> <li>• research and analyse evidence to support conclusions, arguments, reasoning or claims</li> <li>• evaluate sources used to support conclusions, arguments, reasoning or claims</li> <li>• research and analyse alternative perspectives and conclusions against the supporting evidence</li> <li>• identify and analyse the context upon which arguments have been based</li> <li>• evaluate the reliability and credibility of sources</li> </ul>

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**1 Identify two reasons put forward in Document 1 to show why globalisation is a danger to the developing world [2]**

The following are reasons that candidates might use to show why globalisation is a danger to the developing world:

- Big business has been able to dominate at the expense of the developing world.
- There has not been even distribution of wealth, the bigger gains have gone to the developed world.
- The developing world has been unable to take advantage of the changes and this has resulted in an increase in inequality.
- Poverty and an inability to feed themselves adequately are increasing concerns in the developing world.

Award ONE mark for each reason given. Accept direct quotations from the passage, but do not reward information that is not drawn from the passage.

**2 Evaluate the strengths and weaknesses of the arguments expressed in Document 1 [12]**

- Responses should focus on both the strengths and weaknesses of the arguments put forward in Document 1.
- At Level 3 candidates must consider both the strengths and weaknesses.
- At Level 2 there is likely to be an imbalance with most of the answer focusing on the weakness of the arguments, although some answers may focus largely on the strengths.
- At Level 1 it is likely that candidates will consider only one side of the argument.

<b>Level 3 9–12 marks</b>	Sustained evaluation of strength and weaknesses of arguments, critical assessment with explicit reference to how flaws and counter argument support the claim. Highly effective, accurate and clearly expressed explanation and reasoning; clear evidence of structured argument/discussion, with conclusions reached/explicitly stated in a cogent and convincing manner.
<b>Level 2 4–8 marks</b>	Some evaluation of strengths and weaknesses of arguments but evaluation may focus on one aspect. Effective and generally accurate explanation and reasoning; some evidence of structured argument/discussion; conclusions may not be explicitly stated or link directly to the analysis.
<b>Level 1 1–3 marks</b>	Little or no evaluation of strengths and weaknesses, although flaws etc may be identified. Level of communication is limited, response may be cursory or descriptive; communication does not deal with complex subject matter.

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### **Indicative content**

No set answer is expected and examiners should be flexible in their approach. There is much material that candidates might consider and examiners should note that not all is required to gain maximum marks, what matters is the quality of the evaluation

#### Strengths:

- Author puts forward a balanced view as the article does not dismiss the benefits that globalisation has brought the developed world.
- Author acknowledges that it is only recently that globalisation has delivered controversial results, suggesting that in the past it was largely beneficial.
- Precise examples to support the argument are offered, be it from China, India or the developing world.
- Use of statistics: ‘over a billion’ people who are unable to feed themselves adds further support to the argument.

#### Weaknesses:

- In the first paragraph there are many sweeping assertions that are not supported.
- Some of the language used might be considered to be loaded, for example ‘avaricious’, ‘exotic’, ‘swathes’.
- No figures to support some of the claims, for example the number of Sub-Saharan’s living in poverty or the swathes of south Asia and Africa who have no electricity, let alone computers.

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**3 To what extent does Document 2 support the view in Document 1 that globalisation ‘has been the salvation for many but a curse for the poor?’ In your answer, you should consider both the evidence and reasoning used in the documents. [16]**

Responses should focus on key reasoning and evidence in both documents in order to compare the perspectives and synthesise them in order to reach a reasoned judgement. In order to assess whether Document 2 challenges or reinforces Document 1 candidates should consider not only the content of the Documents, but critically assess the arguments put forward through a consideration of issues such as the nature of the passages, purpose and language.

- At Level 3 candidates will reach a sustained comparison. In order to do this they will have covered a significant range of issues, and evaluated them clearly.
- At Level 2 there will be some evaluation and comparison, but it will be either poorly developed or limited in the areas covered.
- At Level 1 there will be very little comparison of the passages or evaluation and candidates may simply describe the documents or identify areas of similarity and difference.

<b>Level 3 12–16 marks</b>	Answers at this level will demonstrate a sustained judgement about whether the reinforcement or challenge is effective. There will be sustained evaluation of alternative perspectives; critical assessment with explicit reference to key issues raised in the passages leading to a reasoned and sustained judgement. Highly effective, accurate and clearly expressed explanation and reasoning; clear evidence of structured argument/ discussion, with conclusions reached/explicitly stated in a cogent and convincing manner.
<b>Level 2 7-11 marks</b>	Answers at this level will be more than just a comparison of the two documents; there will be some evaluation, but this will not be sustained and may focus on one perspective; assessment may not link key reasons and evidence clearly to the perspective or to the reasoned judgement. Effective and generally accurate explanation and reasoning; some evidence of structured argument/discussion; conclusions may not be explicitly stated or link directly to analysis.
<b>Level 1 1–6 marks</b>	Answers at this level will compare a few points and there will be little or no evaluation of perspectives, although some relevant evidence or reasons may be identified. If there is any judgement it will be unsupported or superficial. Level of communication is limited; response may be cursory or descriptive; communication does not deal with complex subject matter.

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### Indicative content

No set answer is expected and examiners should be flexible in their approach. Relevant points may be drawn from the following:

- Both documents present fairly balanced arguments and do consider both perspectives, even if their arguments and conclusions differ.
- Document 2 argues that globalisation is largely beneficial, whereas Document 1 focuses on the more negative impacts.
- Document 2 focuses exclusively on the impact on the developed world, when Document 1 considers the developed world it acknowledges that globalisation has brought benefits there, but at the expense of the developed world.
- Document 2 does challenge Document 1 successfully as it supports its argument with more precise statistics, but some answers might develop this and suggest that both documents rely quite heavily on generalisations.
- Document 2 has a wider range of examples. The conclusions are based on a survey, but some might question the validity of the survey as no information is provided about how it was conducted, numbers involved and actual questions asked.
- Document 2 is successful as it is willing to acknowledge the disadvantages of globalisation and therefore presents a balanced argument.
- Document 2 recognises the damage which is caused to the environment and the labour issues that it raises. Therefore, it might be argued, if it acknowledges the shortcomings, the rest of its argument has greater credence.
- Document 2 might be seen as unsuccessful as it focuses heavily on the developed world and ignores the developing world, whereas Document 1 is concerned about the impact on the developing world, particularly sub-Saharan Africa and South Asia, yet these concerns are not addressed in Document 2.
- Even where Document 2 admits concerns about the impact of globalisation it is on different aspects; environment and labour and not the impact on the developing world.
- Candidates should critically assess the use of examples and evidence in order to reach a judgement. In doing this they might conclude that although Document 2 offers a more balanced and wider perspective, the evidence used is limited and therefore it does not successfully challenge the perspectives put forward in Document 1.
- It is important that candidates reach a judgement as to the extent to which Document 2 supports the view in Document 1 that globalisation ‘has been the salvation for many but a curse for the poor (Document 1, line1)’