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**GLOBAL PERSPECTIVES AND RESEARCH**

**9239/11**

Paper 1 Written Examination

**May/June 2019**

MARK SCHEME

Maximum Mark: 30

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**Published**

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

Mark schemes should be read in conjunction with the question paper and the Principal Examiner Report for Teachers.

Cambridge International will not enter into discussions about these mark schemes.

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This document consists of **12** 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.

Question	Answer	Marks	Guidance
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**Note**

The mark scheme cannot cover all points that candidates may make for all of the questions. In some cases, candidates may think of very strong answers which the mark scheme has not predicted. These answers should be credited according to their quality. If examiners are in any doubt about an answer, they should contact their Team Leader or Principal Examiner. For answers marked by levels of response:

- (a) Mark grids describe the top of each level.
- (b) **To determine the level** – start at the highest level and work down until you reach the level that matches the answer.
- (c) **To determine the mark within the level**, consider the following:

Descriptor	Award mark
Consistently meets the criteria for this level	At top of level
Meets the criteria but with some slight inconsistency	Above middle and either below top of level, or at middle of level (depending on number of marks available)
Just enough achievement on balance for this level	Above bottom and either below middle, or at middle of level (depending on number of marks available)
On the borderline of this level and the one below	At bottom of level

**Assessment Objectives for Global Perspectives**

AO1 <b>Research, analysis and evaluation</b>	analyse arguments to understand how they are structured and on what they are based analyse perspectives and understand the different claims, reasons, arguments, views and evidence they contain synthesise relevant and credible research/text in support of judgements about arguments and perspectives critically evaluate the strengths, weaknesses and implications of reasoning in arguments and overall perspectives critically evaluate the nature of different arguments and perspectives use research/text to support judgements about arguments and perspectives
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Question	Answer	Marks	Guidance
1(a)	<p><b>Identify and explain <u>two</u> types of gender inequality in sport given by the author of Document 1.</b></p> <p><b>Credit 1 mark each</b> for a correct identification and correct explanation for up to <b>two</b> types e.g.</p> <p><b>Identify</b>  <b>income</b>/payment for work/ fees/earnings (in sport)✓  <b>representation</b> (on sporting organisations)✓  <b>stereotype</b> (of what girls can do (in sport)✓</p> <p>This may be expressed in a sentence e.g. One type of gender inequality in sport is how much men and women are paid.✓</p> <p><b>Explain</b>  <b>This should focus directly upon the unequal nature</b>  Women in sport are paid <b>less</b> than men for the <b>same work</b>✓ (despite being better or more successful)  There are <b>fewer</b> women than men represented in <b>sporting organisations/bodies</b> (e.g. FIFA/IOC/national level clubs.) (implied)✓  Women, themselves, address the negative stereotypes of their ability by addressing the positive opportunities sport offers.✓</p>	4	<p><b>Credit 0 marks for answers that: simply quote examples of inequality</b></p> <p>e.g. Abby Wambach, US Women’s World Cup football team</p> <p>give <b>general inequalities in life</b> rather than directly in sport: e.g. being unempowered</p> <p>are from the candidate’s own knowledge</p> <p>with no creditworthy material.</p> <p><b>If more than two types are identified, mark all and then choose the best combination of answers to the candidate’s benefit. (Ensure that only ticks that count are included)</b></p>

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Question	Answer	Marks	Guidance
1(a)	<p><b>Credit 2 marks</b>  <b>if the correct identification and explanation are not separated/examples of 2 mark answers e.g.</b></p> <p>Sportsmen and sportswomen have unequal incomes ✓ because a man gets paid more for doing the same type of work as a woman ✓ (even if less successful).</p> <p>An example of gender inequality is the <b>lack</b> of women’s representation ✓ in all sporting organisations ✓ (like FIFA and International Olympic Committee)</p> <p>A form of inequality is the stereotype ✓ of what girls can do. This implies that women are not as capable of being good sports players as men. ✓</p> <p><b>Credit up to one mark</b>  <b>If a correct answer</b> quotes wholly from the text without any synthesis of the information.</p>		

Question	Answer	Marks	Guidance
1(b)	<p><b>The author of Document 1 reports on the work that UN Women has done to support women’s equality in sport.</b></p> <p><b>Explain <u>one</u> specific way in which UN Women have promoted this.</b></p> <p><b>Credit 1 mark</b> for a correct <b>identification</b> of one <b>specific</b> way and <b>1 mark</b> for a correct <b>explanation</b> of how this promotes women’s equality in sport e.g.</p> <p>the UN Women HeforShe campaign ✓ encourages men and boys to take action against inequalities in sport that women and girls face ✓.</p> <p>the UN Women logo on football jerseys ✓ prompts questions about UN Women which the wearers can answer in their own words about the work it does to women’s equality in sport.</p> <p><b>Credit up to one mark in total</b> If a correct answer quotes a chunk from the text without any synthesis of the information e.g. <i>‘HeForShe aims to involve men and boys as agents for change by encouraging them to take action against the inequalities faced by women and girls. Through this campaign, we are engaging men and boys as positive role models to encourage gender equality in sport.’</i></p>	2	<p><b>Credit 0 marks for:</b> <b>forming <i>exciting partnerships</i></b> e.g. Brazil as these are intentions yet to be done.</p> <p><b>general statements</b> e.g. showing women in the best positive light, providing skills that women need, protecting women’s financial interests in sport, works to promote women being represented in all sporting organisations</p> <p>answers taken from the candidate’s own knowledge</p> <p>answers with no creditworthy material e.g. FIFA, IOC</p> <p><b>If more than one type is identified, mark both and then choose the best combination of answers to the candidate’s benefit. (Ensure that only ticks that count are included)</b></p>

Question	Answer	Marks	Guidance
2	<p><b>Assess the strengths and weaknesses of the author’s argument in Document 1 about sport and gender equality.</b></p> <p><b>Use the levels-based marking opposite to credit marks.</b> No set answer is expected and examiners should be flexible in their approach. Candidates may include some of the following:</p> <p><b>Strengths</b></p> <p><b>clear conclusion and structure</b> – <i>It is therefore important ...</i> supported by the benefits that sport brings to gender equality and ways that the cause is taken forward by UN Women.</p> <p><b>uses a first-hand source</b> – Abby Wambach’s evidence about being paid far less than male equivalents with less success ... supports the need for action.</p> <p><b>uses common knowledge</b> – <i>‘and you will all remember’...USA women’s winners being paid less than USA men’s losers ...</i> helps convince of the need for action.</p> <p><b>uses an inclusive perspective</b> – She addresses an audience and engages them using <i>us, we, you will all, concl we see sport...to rally support and fellow feeling.</i></p> <p><b>uses relevant emotional expression</b> – <i>to invite despair at the situation.../ mean how? I don’t even have the words. Also, to rally support...you destroy the stereotype.</i></p> <p><b>uses relevant examples</b> – <i>USA Women’s World Cup team</i> illustrates earning less than men, <i>Brazil</i> illustrates partnerships, <i>Valencia F C</i> illustrates logo advert</p> <p><b>gives some balance</b> – She gives evidence both for the financial problems that sport causes women, but also how sport can work on their behalf for equality.</p> <p><b>expertise to know what works</b> – She is the Executive Director of UN Women, so is well placed to have access to information about the problem and to make an informed judgement about what will work as strategies.</p> <p><b>first-hand personal experience of gender challenges</b> – She was the first woman Deputy president of South Africa, so has personal experience of the challenges that women face and what to do to overcome stereotypes.</p>	10	<p>Use the levels-based marking grid below and the indicative content in the left-hand column to credit marks.</p> <p>For each bullet give a level (that can include split levels e.g. L2/L1) to inform the overall level and mark within the available range. These should be placed at the end of the answer with the overall level in the right-hand margin. (Use X for Level 0)</p> <p><b>Note: Level 3 involves the impact of the evidence upon the claim – a key characteristic</b> 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> <p><b>Level 3</b> <span style="float: right;"><b>8–10 marks</b></span> <b>Both</b> strengths and weaknesses are assessed. Assessment of argument and evidence is <b>sustained</b> and a judgement is reached. Assessment explicitly includes the <b>impact</b> of specific evidence upon the claims made. Communication is <b>highly effective</b> – explanation and reasoning <b>accurate</b> and <b>clearly</b> expressed</p>



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2	<p><b>vested interest to present accurate information</b> – As the Executive Director of UN Women she would have vested interest to present information accurately to maintain both her professionalism and that of the organisation in the public’s eyes.</p> <p><b>Weaknesses</b></p> <p><b>lacks balance, narrow perspective</b> – The argument doesn’t respond to any alternative perspectives about women’s place in sport.</p> <p><b>uses unsourced statistics</b> – Her statistics about the <i>Women’s World Cup Football</i> have no source which limits their authority.</p> <p><b>examples may not be typical</b> – If the examples of Abby Wambach and the USA women’s football team are not typical of what happens in other countries, then her concerns raised are weakened.</p> <p><b>gives no evidence of whether the UN Women actions are successful</b> – Many of her claims describe what is being done: Brazil – <i>partnership</i> – ‘we intend to enrich’, <i>Valencia Football club</i> – <i>Heforshe</i> – ‘helped us to take our campaign’, and <i>UN Women logo</i> – ‘causes a conversation’, with no indication of whether these are successful.</p> <p><b>uses a sweeping claim</b> – ‘<i>It is only those who know how to play...</i>’ Others might equally be able to engage with the spectators to explain about the UN Women’s cause.</p> <p><b>the examples of UN Women’s actions don’t address the income difference directly</b> – None of the UN Women actions directly address the problem raised about the inequality in income for women in sport.</p> <p><b>vested interest</b> – As the Executive Director of UN Women she may have a vested interest to raise high profile campaigns and imply their success in order to support the organisation.</p>		<p><b>Level 2</b> <span style="float: right;"><b>4–7 marks</b></span></p> <p>Answers focus more on <b>either</b> the strengths <b>or</b> weaknesses, although <b>both</b> are present/identified. Assessment identifies strength <b>or</b> weakness of evidence with little explanation. Assessment of argument is relevant but <b>generalised</b>, not always linked to specific evidence or specific claims. Communication is <b>accurate</b> – explanation and reasoning is <b>limited</b>, but <b>clearly</b> expressed</p> <p><b>Level 1</b> <span style="float: right;"><b>1–3 marks</b></span></p> <p>Answers show <b>little</b> or <b>no</b> assessment of argument/s. Assessment if any is <b>simplistic</b>. Evidence may be <b>identified</b> and weakness may be <b>named</b>. Communication is <b>limited</b> – response may be <b>cursory</b> or <b>descriptive</b>.</p> <p><b>Credit 0 marks</b> for no creditable material. Use X in the level summary</p>

Question	Answer	Marks	Guidance
3	<p><b>Both authors consider solutions to gender inequality issues in sport. To what extent is the author's argument in Document 2 more convincing than that of the author in Document 1?</b></p> <p>No set answer is expected and examiners should be flexible in their approach. Candidates may include some of the following:</p> <p><b>More Convincing</b></p> <p><b>More emotional, so more persuasive solution</b> – Roberts (Doc 2) uses emotionally charged language to engage the reader e.g. <i>spectacular</i>, , <i>shocking</i>, <i>scream and shout</i>, <i>victims</i>. Also the name of her website <i>africanwomanwarrior</i> is a call to action; whereas Mlambo-Ngcuka (Doc 1) uses restrained phrases such as <i>I don't even have the words</i>.</p> <p><b>More extensive in the solution of a call to action</b> – Roberts (Doc 2) calls all women to action e.g. <i>Women have the power</i>; whereas Mlambo-Ngcuka (Doc 1) presents an argument to recognise sport's place as <i>an important building block towards women's equality</i>.</p> <p><b>More wide ranging evidence</b> – Roberts (Doc 2) refers to inequality in javelin, field hockey, rugby and football; whereas Mlambo-Ngcuka (Doc 1) uses evidence largely based on football.</p> <p><b>Less convincing</b></p> <p><b>Less global solution</b> – Roberts (Doc 2) calls women to action in one area, South Africa – a national perspective e.g. <i>Women have the power</i>; whereas Mlambo-Ngcuka (Doc 1) gives an argument to recognise sport's place in the UN Women, as a <i>'building block towards women's equality'</i> as a global perspective, which as a solution will reach more countries.</p> <p><b>Less (none) use of statistical evidence</b> – Roberts (Doc 2) uses no statistical evidence; whereas Mlambo-Ngcuka (Doc 1) supports her argument for gender inequality and therefore the need for a solution with convincing statistics about the USA women's and men's football teams' income.</p>	14	<p>Use the levels-based marking grid below and the indicative content in the left hand column to credit marks.</p> <p>For each bullet give a level (that can include split levels e.g. L2/L1) to inform the overall level and mark within the available range. Use X for Level 0</p> <p>These should be placed at the end of the answer with the overall level in the right-hand margin.</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>

Question	Answer	Marks	Guidance
3	<p><b>Less (none) personal evidence</b> – Roberts (Doc 2) includes no direct evidence from individuals with personal experience of gender inequality, whereas Mlambo-Ngcuka (Doc 1) gives the experience of Abby Wambach.</p> <p><b>More emotional with fewer specific actions suggested</b> – Roberts (Doc 2) is a rally call to inspire action with no other direction than to <i>speak out, scream, shout, and protest</i>; whereas Mlambo-Ngcuka (Doc 1) refers to specific policies: <i>partnerships, relationships, Heforshe, UN Women logo</i> as specific solutions.</p> <p><b>Less authority for the solution</b> – Roberts (Doc 2) appears to be a concerned individual activist, whereas Mlambo-Ngcuka (Doc 1) has the authority of her position in the United Nations and previous Deputy President of South Africa to give strength to her solution.</p> <p><b>Less personal experience in finding solutions</b> – Roberts (Doc 2) appears to be a concerned individual activist, whereas Mlambo-Ngcuka (Doc 1) has experience of meeting gender inequality challenges in her successful quest to be the first woman to be Deputy President of South Africa.</p> <p><b>Neither more or less convincing because different</b></p> <p><b>Different perspective</b> – Roberts (Doc 2) takes a national perspective to solve women’s inequality in sport in South Africa, whereas Mlambo-Ngcuka (Doc 1) looks for an international solution through the UN Women’s group.</p> <p><b>Different approaches</b> – Both give solutions. Roberts’ (Doc 2) solution of protest and Mlambo-Ngcuka’s (Doc 1) solution of influencing communities’ attitudes could be used together rather than being seen as one being better than the other.</p>		<p><b>Level 3</b> <span style="float: right;"><b>10–14 marks</b></span></p> <p>The judgement is <b>sustained</b> and <b>reasoned</b> throughout. Alternative perspectives have sustained assessment. Critical evaluation is of <b>key</b> issues raised in the passages and has <b>explicit</b> reference. Explanation and reasoning is <b>highly effective</b>, accurate and clearly expressed. Communication is <b>highly effective</b> – clear evidence of a structured cogent argument with conclusions explicitly stated and directly linked to the assessment.</p> <p><b>Level 2</b> <span style="float: right;"><b>5–9 marks</b></span></p> <p>Judgement is <b>reasoned</b>. <b>One perspective may be focused upon for assessment</b>. Evaluation is present but may not relate to key issues. Explanation and reasoning is <b>generally accurate</b>. Communication is <b>accurate</b> – some evidence of a structured discussion although conclusions may not be explicitly stated, nor link directly to the assessment.</p>

Question	Answer	Marks	Guidance
3	<p><b>Because the same</b></p> <p><b>Both solutions clearly argued</b> – with conclusion and clear structure of reasons – Roberts (Doc 2) about the role of sport in the sustainable development goals for women’s equality and Mlambo-Ngcuka (Doc 1) about women’s power to achieve equality in sport.</p> <p><b>Both support their solution with evidence and examples</b> – Roberts (Doc 2) about national teams from Australia, Ghana, Africa and an individual, Mlambo-Ngcuka (Doc 1) about teams from USA, Valencia and partners from Brazil.</p> <p><b>Both use unsourced evidence</b> – (see above) Roberts (Doc 2) takes it to be known and Mlambo-Ngcuka (Doc 1) uses her own authority as the source.</p> <p><b>Both use some measure of emotion to persuade</b> – Roberts (Doc 2) uses this more extensively (see above) and Mlambo-Ngcuka (Doc 1) expresses her concern <i>I don’t even have the words and destroy the stereotype</i>.</p> <p><b>Judgement</b></p> <p>Candidates should critically assess perspectives and the use of examples and evidence in order to reach a judgement.</p> <p>In doing this they might conclude that Roberts’ solution (Doc 2) is more convincing because it is a call to women’s power, has some balance and refers to commonly known evidence.</p> <p>Alternatively, they might conclude that overall, despite being a more formal speech and less impassioned, Mlambo-Ngcuka’s argument (Doc 1) is a more convincing solution because of the personal insight and practical solutions put forward.</p> <p>Credit should be given to any alternative judgement on the basis of the assessment and reasoning, such as both being equally convincing.</p>		<p><b>Level 1</b> <span style="float: right;"><b>1–4 marks</b></span></p> <p>Judgement, if present, is <b>unsupported</b> or <b>superficial</b>. Alternative perspectives have little or no assessment. Evaluation, if any, is <b>simplistic/undeveloped</b>. Relevant evidence or reasons may be <b>identified</b>. Communication is <b>limited</b>. Response may be cursory.</p> <p><b>Credit 0 marks</b> where no creditable material. Use X in the level summary</p>