Cambridge International AS & A Level

GLOBAL PERSPECTIVES AND RESEARCH	**9239/11**
Paper 1 Written Exam	**May/June 2025**
MARK SCHEME	
Maximum Mark: 45	

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 May/June 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **27** printed pages.

[Turn over

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 descriptions 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.

Social Science-Specific Marking Principles
(for point-based marking)

1	**Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

a DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)

b DO credit alternative answers/examples which are not written in the mark scheme if they are correct

c DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons …).

d DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)

e DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities

f DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).

g DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 **Presentation of mark scheme:**

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

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

| 4	**Annotation:**
	• For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
	• For levels of response marking, the level awarded should be annotated on the script.
	• Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
✔	**Correct, creditworthy point**. Used in Question 1 only.
✖	**Incorrect point.** Used in Question 1 only
T	**Identify type of evidence. (**Without an example) Used in Q2 (AO1a)
EG	**Example of type of Evidence.** Used in Q2 (AO1a)
➕ or ➖	**Strength or weakness of evidence** recognised but with limited explanation**.** Used in Q2 (AO1b)
EXP	**Strength or weakness of evidence** clearly explained. Used in Q2 (AO1b)
I	**Impact of evidence** is asserted and not explained. Used in Q2 (AO1c)
∧	**Shows undeveloped point**. Added to other annotations (EVAL, P, J and U in Q2 and Q3)

Annotation	Meaning
EVAL	**Evaluation of impact of evidence** on argument/perspective and includes a judgement. Used in Q2 (AO1c)
K	**Identification of key component of argument.** Used in Q3 (AO1a)
C	**Comparison of key components** from both documents. Used in Q3 (AO1a)
P	**Identification of perspectives** with limited description. Used in Q3 (AO1b)
PD	**Analyses by comparing and describing perspectives in both documents.** Used in Q3 (AO1b)
PE	**Analyses by comparing and explaining perspectives in both documents.** Used in Q3 (AO1b)
ND	**Unsupported evaluation of argument.** Used in Q3 (AO1c)
EVAL	**Evaluation of argument** in both documents. Used in Q3 (AO1c)
U	**Unsupported judgement.** Used in Q3 (AO1d)
J	**Supported judgement.** Used in Q3 (AO1d). Can also be used in Q2
S	**Structured argument** Used in Q3 (AO3)
NAQ	**Not answering the question.**
REP	**Repetition.** When repeating a point as a summary or simply stating another example that does not develop the evaluation.
SEEN	To show that answers/pages have been assessed.
💬	**On Page Comment.** Used where necessary to clarify a decision.

Instructions for examiners

The total mark for this paper is 45. **Question 1** assesses AO1 skills.

Question 2 assesses AO1 skills. **Question 3** assesses AO1 and AO3 skills.

Question 1 is points marked using ✓ or ✗ . Answers to Question 1 can be brief, using short sentences or bullet points.

Answers to **Question 2 and Question 3** should be written in continuous prose.

For **Question 2 and Question 3** annotate clearly in the left-hand margin according to the specific instructions provided.

Refer to the marking grid at the end of each question to award a mark based on the annotations for each aspect (e.g. AO1a). Record the mark for each aspect (e.g. AO1a) in the right-hand marking panel on RM Assessor.

Indicative content or exemplar responses are provided as a guide. Inevitably, the mark scheme cannot cover all responses that candidates may make for all the questions. In some cases, candidates may make responses which the mark scheme has not predicted. These answers should nevertheless be credited according to their relevance and quality.

The definition of **perspective** used in this syllabus is: a perspective is a coherent world view which is a response to an issue. It is made up of argument, evidence, assumptions and may be influenced by a particular context.

Question	Answer	Marks
1(a)	**The author of Document A discusses the role of music in saving an endangered language.** **Identify two individual musicians who have tried to spread the Garifuna language and culture, as given by the author of Document A.** The question assesses AO1. Answers to **Question 1** can be brief, using short sentences or bullet points. Show a correct answer with ✓ in the text, up to a maximum of two marks. • Andy Palacio • Kevin Ramirez • (either first name or family name or both is acceptable) Do **not** accept: • Alvin Laredo (a tour guide, but nothing says he is a musician) • The Garifuna Collective (a group of musicians) • Liliana Sanchez (a linguist) • Battle of the Drums (a music competition) • Another set of musicians (unnamed group)	**2**

Question	Answer	Marks
1(b)	The author of Document B identifies several challenges to the protection of Nigeria's cultural heritage. These include a lack of funding and mismanagement of cultural resources. Identify **three other** challenges to Nigeria's cultural heritage, as given by the author of Document B. The question assesses AO1. Answers to **Question 1** can be brief, using short sentences or bullet points. Show a correct answer with ✓ in the text, up to a maximum of three marks. • **Colonialism** / Items stolen by **colonists** / Past losses or destruction of **heritage sites** / **temples** • Western Influence / Multi National Corporations / Traditional culture is replaced by external cultures (western music, dress, culture) / **traditional** clothes are being abandoned. • Outdated laws (challenge to protection, not directly to heritage) • Not enough access to **UNESCO** resources / not enough sites on **UNESCO** list / needs more sites on the **UNESCO** list • Nigeria does not have the resources needed to protect the • country's cultural heritage, (because there are large number of museums and sites*)* *(NOTE: "resources" could refer to more than just funding)* Do **not** accept: • Amending the law (response to challenge/solution) • Including fines and punishments (response to challenge) • Raising awareness (possible solution) • Lack of funding (already mentioned in the question) • Mismanagement of cultural resources (e.g. theft, illegal trading, destruction) (already mentioned in the question) • "Destruction of cultural heritage" • Theft (other than by colonists)	3

Question	Answer	Marks
	Instructions for Question 2	

Instructions for Question 2

The question assesses AO1. (Research, analysis and evaluation)

Answers should be written in continuous prose. There is no requirement for candidates to use technical terms to access any level and candidates will NOT be rewarded for their use unless they link them directly to the assessment made. Annotate clearly in the left-hand margin according to the instructions provided below.

There are three aspects to consider when marking the answer:

- **Identify evidence (AO1a).** Candidates should identify a range of types of evidence and give examples. Annotate with **T** if no example given or **EG** if type is given **and** exemplified.

T	**Identify type of evidence.** (Without an example)
EG	**Example of type of evidence.**

- **Analyse strengths and weaknesses of evidence (AO1b).** Candidates should analyse both strengths and weaknesses of a range of evidence used by the author including an explanation. For **limited** explanation use **+** for strength and **–** for weakness. For clear explanation use **EXP**

+	**Strength of evidence** recognised but with limited explanation.
-	**Weakness of evidence** recognised but with limited explanation.
EXP	**Strength or weakness of evidence** clearly explained.

Question	Answer	Marks
	• **Evaluate evidence (AO1c).** Impact of evidence may be **asserted** and not explained **(A)** Evaluation may be **attempted** but not explained **(I ^)** (**I** and **^** are two separate annotations on RM). Candidates may **explain** the impact of evidence on the author's argument/perspective (**I**) and include a **judgement** of its effectiveness. **(I J)**	

A	**Impact of evidence** is asserted and not explained.
I ^	**Shows undeveloped point of evaluation.** Evaluation attempted but not explained.
I	**Evaluation of impact of evidence** on argument/perspective.
I J	**Evaluation of impact of evidence** on argument/perspective and includes judgement.

Marking grid for Question 2

Examiners should allocate a mark for each aspect (AO1a, AO1b, AO1c), using the mark descriptors and required annotations.

AO1a Identify evidence	Mark	Annotations
Identifies a wide range of different types of evidence with examples	5	4 **EG** or more
Identifies a range of different types of evidence with examples	4	3 **EG**
Identifies a limited range of different types of evidence with examples	3	2 **EG**
Identifies a limited range of evidence, using different types **or** examples	2	2**T or** 1**EG**
Identifies one type of evidence	1	1**T**
Identification of evidence is not present. No creditable material.	0	No **T** or No **EG**

AO1b Analyse strengths and weaknesses of evidence	Mark	Annotations
Analyses strengths and weaknesses of a wide range of evidence with clear explanation	5	2 **+** (or more) and 2 **–** (or more) with 2 or more **EXP**
Analyses strengths and weaknesses of a range of evidence with clear explanation	4	2 **+** and 1 **–** (**or opposite**) with 1 (or more) **EXP**
Analyses strengths and weaknesses of a range of evidence with limited explanation	3	2 **+** and 1 **–** (**or opposite**) with 0 **EXP**
Analyses strengths or weaknesses of a range of evidence with limited explanation	2	[2**+**] **or** [2**-**] **or** [1**+ and** 1**-**]
Explanation of strengths **or** weaknesses of evidence is limited	1	[1**+**] **or** [1**-**]
No analysis is present. No creditable material	0	No **+ or – or EXP**

AO1c Evaluate evidence	Mark	Annotations
Evaluation includes explanation of the impact of evidence on the argument/ perspective and makes a range of reasoned judgements	5	**2 I** (or more) **and I J**
Evaluation includes explanation of the impact of evidence on the argument/ perspective and make a reasoned judgement	4	**2 I** (or more)
Evaluation includes an explanation of the impact of evidence on the argument/ perspective	3	**1 I**
Evaluation is attempted but lacks clarity, and the impact of evidence on the argument/perspective is not explained	2	**1 I ^** (or more)
The impact of evidence on the argument/perspective is asserted and not explained	1	**1 A** (or more)
No evaluation is present. No creditable material	0	No **A, I^, I or I J**

AO1 Research, analysis and evaluation

Question	Answer	Marks
2	**Assess the strengths and weaknesses of the evidence used by the author of Document A to support her argument that music might save the Garifuna language.** **In your answer, include the impact of the evidence on the author's argument.** **Indicative content** No set answer is expected, and examiners should be flexible in their approach. Candidates may include some of the indicative content below. • *[annotated example]* **Good use of a range of relevant sources:** The author provides information and views from a range of **relevant and reliable sources**. **(+)** For information about endangered languages, she quotes UNESCO and Liliana Sanchez a linguist and professor. For information about the campaign to save the Garifuna culture and language through music, she turns to Alvin Laredo, (Garifuna tour guide) Andy Palacio (Garifuna singer and UNESCO Artist of Peace) and Kevin Ramirez (Garifuna musician and producer) **(EG).** These sources are reliable as they have relevant first-hand experience of the topic being discussed, which makes them experts in these questions as they have more experience than the author herself. **(EXP).** This in turn gives the reader confidence that the author she is not just presenting her own ideas and opinion, but that she is presenting a well-supported argument with backing and corroboration from reliable sources, because the reader can see that all the people mentioned are very close to the topic, and therefore the reader will believe what they say. **(I)** **Indicative list of possible strengths and weaknesses** This list is **not** exhaustive, and candidates may make other useful and correct comments about the evidence in the document	**15**

Question	Answer	Marks
2	**Strengths** • **Place of Publication** – **Authoritative publication:** *National Geographic is a well-known organisation.* • **Place of Publication** – **Neutral publication**. *National Geographic is a non-profit, so may have no vested interest.* • **Background of Author** - *Experience in travel, therefore, knows about different societies.* • **Historical background** *(back to the 1600s)* - helps reader to understand the context very clearly. • **Use of figures** to illustrate scale of problem, *e.g. only 100 000 Garifuna speakers remain.* • Reference to **well-known and credible organisations** *e.g. UNESCO* • **Named sources**, e.g. *linguist Liliana Sanchez.* • **Credible sources,** *e.g. Andy Palacio is recognised as UNESCO Artist of Peace.* • Testimony from **relevant people with first-hand experience,** e.g. *Alvin Laredo is a Garifuna tour guide from Belize, Andy Palacio is a Garifuna musician. Kevin Ramirez is a Garifuna musician and producer based in New York,* • **Expert relevant academic sources,** e.g. *Liliana Sanchez is a professor at a named Uni (Illinois) who gives an expert opinion.* • The author provides **background information** to give the reader an understanding of how the Garifuna culture and language developed and then became endangered. • **Some direct quotes**, *e.g. "If you're losing your language, you're losing your roots"; "I'm Black, but the Black Americans didn't embrace me because I spoke Spanish. I spoke Spanish, but Latinos didn't embrace me because I'm Black."* • **Clear definitions** e.g. of Punta Rock, *"Traditional punta relies heavily on drums and maracas. It echoes the music of African ancestors. Punta rock is similar, but with a keyboard, electric guitar, and horns. It is the perfect mix for the world stage."* • **Relevant references to the connection between language and culture:** *Ramirez struggled with his identity. "I'm Black, but the Black Americans didn't embrace me because I spoke Spanish."* • **Relevant anecdotal evidence** from Kevin Ramirez about the difficulties he faced as an immigrant and how Garifuna music helped him to find an identity.	

Question	Answer	Marks
2	**Weaknesses** • The **author's background** as a travel journalist and photographer is not strong on its own. She depends on others to provide her with views, information, and anecdotes. She is not a not a musician, not a musicologist, not an expert. • Some **vague** dates and time references: "*1600s*", *"late 1700s"*, *"for two decades"*, *"around that time"* • Some information is **not recent**, *e.g. UNESCO status in 2001, Garifuna Collective in 2007.* • Some information is **not dated**, e.g. *foundation of the Battle of the Drums* • Some **unidentified experts**, e.g. *"Linguists estimate that…"* • **Limited** use of **statistics** (only one: *100 000*) • **Estimated evidence, which may not be correct** e.g. *Linguists <u>estimate</u> that only 100 000 Garifuna speakers remain.* • **Rounded** or **vague figures**: *only 100 000 Garifuna speakers remain.* • **Unexplained ideas**: it is not explained how *"exile, decades of modernization, and intermarriage between cultures lead to loss of Garifuna Speakers"; "They help elementary and high schools in Belize teach the Garifuna culture and language through music and song."* • Some **reported speech** where **quotation** would be more convincing, e.g*. Liliana …. says that at-risk languages can be saved if they are used.* • **Some unspecified references: "***one of today's top Garifuna record labels"; "international music awards""* • Some **unexplained or vague** ideas, *'The Collective put Garifuna on the international map"; "history is passed down, not just by words, but by song and dance"; "make Garifuna Cool"* Some **unnamed or unspecified people***., e.g., "Another set of musicians…"*	

Question	Answer	Marks
	Instructions for Question 3	

Instructions for Question 3

The question assesses AO1 (Research, analysis and evaluation) and AO3 (Communication).

Answers should be written in continuous prose. There is no requirement for candidates to use technical terms to access any level and candidates will NOT be rewarded for their use unless they link them directly to the assessment made.

A perspective is made up of argument, evidence and assumptions and may be influenced by a particular context.

Annotate clearly in the left-hand margin according to the instructions provided below.

There are five aspects to consider when marking the answer:

- **Identify and compare key components of arguments (AO1a).** Candidates should identify a range of key components of arguments from both documents. Annotate with **K** if key component is identified for one document and **C** if key component is compared for both documents.

K	**Identification of key component of argument** for one document
C	**Comparison of key components** from both documents.

- **Analyse and compare perspectives (AO1b).** Candidates should analyse by identifying, describing and explaining the perspectives given in both documents. **Identification only** (**P ^**), identification with **limited description** (**P**), **comparing** and **describing** in **both** documents (**PD**) and **comparing** and **explaining** in **both** documents (**PE**).

P ^	**Identification of perspectives** with no description.
P	**Identification of perspectives** with limited description.
PD	**Analyses by comparing and describing perspectives in both documents.**
PE	**Analyses by comparing and explaining perspectives in both documents.**

Question	Answer	Marks

- **Evaluate arguments (AO1c).** Candidates should aim to evaluate key components of arguments with clearly illustrated and balanced reference to **both documents**. Evaluation may be **unsupported** (asserted) (**ND**). Evaluation includes illustration with reference to both documents. (**EVAL**)

ND	**Unsupported evaluation of argument.**
EVAL	**Evaluation of argument** in both documents**.**

- **Judgement about argument and perspective (AO1d).** Candidates should aim to give a reasoned and supported answer which includes intermediate conclusions and a main conclusion. The judgement may be **unsupported** (**U ^ or U**), **partly supported** (**J ^**) or **clearly reasoned and supported** (**J**)

U ^	**Unsupported judgement** – stated only
U	**Unsupported judgement –** with reasoning
J ^	**Partly supported judgement** - with reasoning
J	**Supported judgement** – with reasoning

- **Communication (AO3)** A candidate should aim to produce a clearly expressed, well-structured and logical argument that is focused throughout on the question.

Structure should include introduction, clear paragraphs and conclusion, should flow and answer the question. Each paragraph should follow on logically and contain a separate point. Each new idea should be clearly indicated - preferably in a new paragraph.

"Logical" means that it is easy to follow the argument as there are no sudden changes of direction leading to confusion in the reader.

No annotation is required except **NAQ** to show not linking to the question. **The mark should be selected by using the guidance that follows the mark tables. Choose the most appropriate descriptor in the marking grid.**

NAQ	**Not answering the question**

Marking grid for Question 3 - AO1 Research, analysis and evaluation

AO1a Identify and compare key components of arguments	Mark	Annotations
Compares a wide range of key components of arguments from both documents	5	3 **C** or more
Compares a range of key components of arguments from both documents	4	2 **C**
Compares a limited range of key components of arguments from both documents	3	1 **C**
Identifies key components of arguments with no comparison	2	2 **K** or more
Limited identification of key components of arguments with no comparison	1	1 **K**
No identification of arguments. No creditable material	0	No **K, C**

AO1b Analyse and compare perspectives	Mark	Annotations
Analyses by comparing and explaining the perspectives given in both documents	5	**1 PE** or more
Analyses by comparing and describing the perspectives given in both documents	4	**1 PD** or more
Identifies and compares both perspectives but with limited description	3	**2 P** (one for **each** Doc)
Identifies one perspective but with limited description	2	**P**
Identifies one perspective with no description	1	**P ^**
No identification of perspectives. No creditable material	0	**No P^, P, PD or PE**

AO1c Evaluate arguments	Mark	Annotations
Evaluation of key components of arguments is illustrated by clear, balanced reference to both documents	5	**4 or more EVAL** (2 or more for each Doc)
Evaluation of key components of arguments is illustrated by clear reference to both documents but lacks balance	4	**3 or more EVAL** (at least one for each Doc)
Evaluation of key components of arguments with limited reference to both documents	3	**2 EVAL** (both docs) or 1 **EVAL** and **1 ND** (both docs)
Evaluation of arguments is unsupported (asserted) but refers to both documents	2	**2 ND** refers to both Docs
Evaluation of arguments is unsupported (asserted) and only refers to one document	1	**1 ND**
No evaluation is present. No creditable material	0	No **ND** or **EVAL**

AO1d Judgement about argument and perspective	Mark	Annotations
Judgement is clearly reasoned and supported. Includes intermediate conclusions and a main conclusion	5	**J** or **J ^** intermediate **and J** in the final conclusion
Judgement is clearly reasoned and supported. Includes **either** intermediate conclusion(s) **or** a main conclusion	4	**J** intermediate **or** in the final conclusion
Judgement is reasoned but is only partly supported. Includes **either** intermediate conclusion(s) **or** a main conclusion	3	**J ^** intermediate **or** in the final conclusion
Judgement is reasoned but not supported	2	**U**
Judgement is stated without reasons or support	1	**U ^**
No judgement is made. No creditable material	0	No **U^, U, J^ or J**

AO3 Communication

Communication	Mark	Guidance
Produces a clearly written, well-structured and logical argument that is focused throughout on the question	5	Meets the descriptor – and contains no **NAQ**
Produces a clearly written, well-structured argument that links to the question	4	Meets the descriptor
Produces a clearly written argument with uneven structure that links to the question	3	Meets the descriptor
Produces an argument that lacks clarity and structure and does not always link to the question	2	Meets the descriptor
Communication is cursory or descriptive and lacks structure	1	Meets the descriptor
No creditable material	0	Meets the descriptor - **NAQ** throughout

Examiners should allocate a mark for each aspect (AO1a, AO1b, AO1c, AO1d and AO3), using the mark descriptors and required annotations.

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Guidance for awarding marks for AO3 in Question 3.

Note: 'clearly written' refers to the content and the ease of being able to follow the candidates' argument. It should be thought of as: "**clearly expressed**".

The quality of handwriting should not be considered as a factor when awarding marks. This is not what clearly written means in the descriptors.

If a candidate makes little attempt to answer the question and there are several instances of NAQ (e.g. was very descriptive or wrote an essay on their own opinion of the subject matter) the **maximum** score is **2 marks.**

If a candidate writes very little/ wrote in bullet points/has limited content that addresses the question the **maximum score** is **2 marks.**

If a candidate makes no attempt to develop an argument **at all**, the **maximum** score is 1 mark.

If a candidate writes in continuous prose, expressed themselves clearly and addressed the question, **start at 3 marks** – then consider if it better fits the descriptions above or below 3 marks. If the answer is **not** clearly expressed or **focussed mainly on one document**, it lacks clarity **and** has uneven structure and may only be worth **2 marks.**

If the answer has an introduction, clear paragraphs, considers **both documents in a balanced way,** reaches **a judgement** and generally links to the question it could be worth **4 marks.**

If the answer contains the criteria for 4 marks above, **is logical and has no irrelevant content (No NAQ)** it could be worth **5 marks**.

Question	Answer	Marks
3	**The two authors present different arguments and perspectives on protecting cultural heritage.** **Evaluate the arguments of both authors. In your answer, consider their perspectives and include a reasoned judgement about whether one argument is stronger than the other.** No set answer is expected, and examiners should be flexible in their approach. Candidates may include some parts of the following indicative content. **Indicative content – Perspectives** • *[annotated example]* Both authors start from a similar viewpoint, that cultural heritage should be protected, and both focus on a specific cultural heritage. However, the loss of heritage is in a different context in the two documents. The difference between their two perspectives is that Doc A focuses on culture being lost by communities living abroad, whereas Doc B focuses on culture being lost within a country. Stephanie Vermillion (Doc A) focusses on a heritage of the Garifuna people, lost due mainly to exile and the impact of diaspora, **(PD)** whereas Seun Lari-Williams (Doc B) concentrates on national heritage within Nigeria, lost to impacts caused by incomers and lack of interest. **(PD)** • Though Doc A is written by someone from outside the culture (Stephanie Vermillion), she makes the argument more personal by concentrating on views and experiences of Garifuna people themselves; suggesting that they have found the solution and may be on the way to success. Stephanie may believe that saving a language through music is an important way of preserving cultural heritage. She may think that cultural heritage is one of the most important things we need to do for societies which struggle to survive in a globalising world. **(PE)** On the other hand in Doc B, Seun Lari-Williams presents his own view, as a Nigerian, from <u>within</u> the culture. However, he keeps the perspective more general and less personal, providing more detail on the causes of loss, suggesting that there needs to be a range of official approaches to addressing the problem. He believes this as he has studied how Nigerian cultural artefacts have been lost or damaged, so he has experience of this and he wants to change this, and he has studied how this change could occur. Lari-Williams has looked in detail at the loss of cultural heritage in Nigeria and believes that changes to the law are necessary to help halt this loss. **(PE)**	25

Question	Answer	Marks
3	**Indicative content - Arguments** No set answer is expected, and examiners should be flexible in their approach. At each point of comparison, **candidates may argue that either Document is stronger, or they are equally strong**. Candidates may include some of the following indicative content. • *[annotated example]:* **Named Sources:** Stephanie Vermillion (Doc B) makes more use of information and views from **named sources;** about relevant details of the campaign to save the Garifuna culture and language, from Alvin Laredo, and Kevin Ramirez, as well as general information about endangered languages from an expert: Liliana Sanchez a linguist and professor. This supports her argument that music can save an endangered culture. **(EVAL)** However, Seun Lari-Williams (Doc B) argument is less well-supported. **(C)** He refers to bodies such as UNESCO but depends on his own knowledge for most information about Nigeria, providing no sources for the majority of the information and views provided. So, the reader is less clear about whether the information provided in Doc B is reliable. **(EVAL)** The use of a range of named sources makes Doc A stronger than Doc B. **(J)** **Indicative list of components of the argument.** This list is **not** exhaustive, and candidates may make other useful and correct comments about components of the argument. • **Background of the author**: Doc B is written by Seun Lari-Williams, a Nigerian litigation lawyer and IP Consultant. This gives him the ability to see, personal experience and knowledge of the situation in Nigeria. Whereas Stephanie Vermillion (Doc A) is a travel journalist without stated links to Central America or the Garifuna people. • **Place of publication:** Doc B appears in a blog about IP issues, which does not seem to have much connection to the topic. Doc A appears in National Geographic, which is perhaps more closely relevant to the subject. • **Date of publication and of evidence:** Both docs were published in 2022, so both quite recent. However, Doc A does not include any recently dated evidence. Doc B mentions news reported "recently" but does not elaborate on this and does not include any other dates. • **Definitions of ideas and concepts:** Doc B has clear definitions and examples of "cultural heritage" including Nigeria's "rich heritage"; Doc A defines "punta rock" and also gives examples of "Garifuna culture" • **Use of named sources:** Doc A has individual people as named sources: Alvin Laredo (tour guide), Liliana Sanchez (academic), Andy Palacio (musician), Kevin Ramirez (musician). There are no individual named sources in Doc B.	

Question	Answer	Marks
3	• **References to named places:** Only two places are mentioned in Doc B: Osun-Osogbo Sacred Grove and Sukur Cultural Landscape. There are multiple geographical references in Doc A. • **Reference to international organisations:** Both docs refer to UNESCO. • **Historical background information** Doc A has clearer background, explaining about history of exile of Garifuna people. Doc B tells us colonialism is in the past but gives little detail about this. • **Limited geographical scope:** Both Docs focus primarily on one culture or country, but Doc A does also refer to other areas of North and Central America. Doc B makes only passing reference to "colonised countries such as Nigeria": other countries in Africa are not mentioned at all. • **Some broad and unsupported claims:** Doc B claims that "Heritage is a source of identity and unity for communities. Cultural heritage can also attract tourists". Doc A claims that "the Collective put Garifuna on the international map". Neither of these is well supported. • **Use of quantitative data:** There is not much of this in either document. Doc A mentions a rounded number: 100 000 Garifuna Speakers. Doc B mentions 51 museums and 65 national monuments and sites. • **Some clear explanations:** Though the two documents concentrate on different aspects of the issue, they both provide clear explanations: Doc A explains the ways music is being used to revive the Garifuna language; Doc B explains the challenges to Nigerian cultural heritage. • **Some vague or unspecified examples:** Doc A mentions "one of today's top Garifuna record labels" but does not name it. Doc B mentions "temples which could have served as interesting heritage sites" but does not name them. • **Some ideas or concepts are not explained, elaborated or exemplified**, especially in Doc B, where it is claimed that western fashion has reduced the use of traditional clothes. • **Clear call to action:** Doc B makes it clear what action should be taken (last paragraph). Doc A is less clear about this. • **Lack of Counterargument:** Neither provides any counterargument nor opposing perspective on their argument. • **Style of Writing:** Doc B is written in a mostly formal and factual style, while Doc A includes more informal language. "you're losing your roots"; "cool"; "punta rock did just that" and relates to the reader in a more familiar and emotive way, e.g. "Will music Save the Garifuna language? Time will tell."	

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Question	Answer	Marks
3	**Indicative content - Judgement** *[annotated example]* A candidate may conclude that Doc B is stronger because Seun Lari-Williams' provenance is stronger, he is based in Nigeria, has local knowledge, and understands the history and current situation from an insider's point of view; whereas Doc A is written by a journalist who is providing others' views to make her argument. **(J)** A candidate may conclude that Doc A is stronger because Stephanie Vermillion provides more varied evidence from a range of different sources, with personal insights from Garifuna people. Meanwhile, Doc B provides a range of evidence, often in the form of lists, with no sources for much of the information about Nigeria. Neither Doc A or Doc B is stronger, they have a similar narrow focus on one culture, without a global view. Both blame colonialism for loss of cultural heritage. At the same time they are focussed on very different contexts of loss of cultural heritage, one in diaspora and one internal and at state level.	