Cambridge International AS & A Level

GLOBAL PERSPECTIVES & RESEARCH **9239/12**

Paper 1 Written Exam **February/March 2023**

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 February/March 2023 series for most Cambridge IGCSE™, Cambridge International A and AS Level components and some Cambridge O Level components.

This document consists of **24** printed pages.

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.

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.

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 refers to migration in Australia.** **Identify <u>two</u> ways that migration has made a positive contribution as mentioned by the author of Document A.** The question assesses AO1. Answers to Question 1 can be brief, using short sentences or bullet points and can be taken directly from the document or correctly paraphrased. Show a correct answer with ✓ in the text, up to a maximum of two marks. Any **two** of the following: • **Support economic growth** (for the past 30 years) • **Net overseas migration made up 61.8% of annual growth rate / migration (**increases Australian birth rate which**) has increased population growth** • **Boost workforce** (as older generation retires) Do not accept: • Anything that is a negative impact of reduced migration (e.g., slowing everything from housing construction to the utilities) • Anything that is clearly in the future as the question refers to the past (has made)	**2**

Question	Answer	Marks
1(b)	**The author of Document B refers to changes in working-age population.** **Identify <u>three</u> different approaches to the issue of shrinking working-age population 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 and can be taken directly from the document or correctly paraphrased. Show a correct answer with ✓ in the text, up to a maximum of three marks. Any **three** of the following: • **Consider incentives such as free child-care / increase fertility rates** • **Consider use of new technologies** / **artificial intelligence / robotics/ automation** • **Establish long-term migration links (**with culturally similar nations) (to increase migration) • **Strategically support and fund** the development of skilled workers in countries that are sources of migrants Do not accept: • Impacts, like decline in life expectancy, quality of life and worsening inequalities as these are effects but not solutions.	3

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. Annotations for each aspect are listed in **increasing order of significance.** For example, in AO1a **EG** reflects a **higher skill** than **T.** This is reflected in the mark tables.

- **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.

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

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

AO1 Research, analysis and evaluation

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 piece 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 3 or more **EXP**
Analyses strengths and weaknesses of a range of evidence with clear explanation	4	2 **+** (or more) and 1 **–** (or more) (**or opposite**) with 2 **EXP**
Analyses strengths and weaknesses of a range of evidence with limited explanation	3	2 **+** (or more) and 1 **–** (or more) (**or opposite**) with 0 or 1 **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 wide range of reasoned judgements	5	**2 EVAL J** or more
Evaluation includes explanation of the impact of evidence on the argument/ perspective and makes reasoned judgements	4	**1 EVAL J**
Evaluation includes an explanation of the impact of evidence on the argument/ perspective	3	**1 EVAL** (or more)
Evaluation is attempted but lacks clarity, and the impact of evidence on the argument/perspective is not explained	2	**1 EVAL ^** (or more)
The impact of evidence on the argument/perspective is asserted and not explained	1	**1 I** (or more)
No evaluation is present. No creditable material	0	No **I, EVAL^, EVAL or EVAL J**

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

Question	Answer	Marks
2	**Assess the strengths and weaknesses of the evidence used by the author of Document A to support their argument about demographic change.** **In your answer, explain 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 following indicative content. **Strengths** • **[Example only]** **Statistics (T) from several credible sources (+)** (Australian Bureau of Statistics, The (Australian) Treasury, Deloitte Consultancy. (**EG**) Government agencies have responsibility to provide nationally accurate information (**EXP**) / need to be accurate to retain their reputation. (**EXP**) This gives the reader confidence that the statistics provided are accurate/reliable. (**EVAL**) • **Wide range** of statistical data • **Precise and accurate** statistics – Population of 25,649,985; Net overseas migration up 61.8% • **Focus on supported predictions** for Australia by Deloitte and The Treasury which corroborates the author's argument. • The author lives and works in Australia, the context for the document giving her **local/first-hand knowledge** of the 'challenges ahead'. • She is a political reporter so has the **skills to research and select** relevant evidence.	15

Question	Answer	Marks
2	**Weaknesses** • Some evidence is **estimated** – *Deloitte **forecasting** population will grow by 600 000 fewer people than had previously been **estimated** for 2022.* As forecasts and estimates are used, this makes the argument unclear and less reliable to the reader. • Some figures are **rounded** – 'grow by 600 000', 'migrant arrivals shrink by 20 000', 'two-thirds of a million missing Australians'. • The evidence is **selective** / **one-sided** towards population change being negative. • Some statements are **unsupported**. 'Lower rates of population growth will effect…' is not sourced, nor does it contain any supporting data. • Some **sources are vague** – Who are 'the analysts' in para 4? • **Narrow focus on evidence** for Australia may not be generalisable to other countries.	

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. Annotations for each aspect are listed in **increasing order of significance**. For example, in AO1a **C** reflects a **higher skill** than **K.** This is reflected in the mark tables.

- **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 perspective(s)** with no description.
P	**Identification of perspective(s)** with limited description.
PD	**Analyses by comparing and describing perspectives in both documents.**
PE	**Analyses by comparing and explaining perspectives in both documents.**

- **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) or **underdeveloped** (**ND**). Evaluation of key components of arguments is **clearly developed and illustrated** (**EVAL**)

ND	Unsupported, or underdeveloped evaluation of a key component of argument.
EVAL	Evaluation of key components of argument.

- **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 written well-structured and logical argument that is focused throughout on the question.

  Structure should include introduction, development 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. Annotate with **S** to show these points of structure.

  Signposts to show linkage of ideas might be indicated by words/phrases such as: 'however', 'whereas', 'on the other hand', 'first…second… third', 'in addition', 'unlike' or words or phrases from one paragraph are repeated at the beginning of the next paragraph to show where the argument is moving. Annotate with **S** to show these linkages.

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

S	Structured argument

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	4 **C** or more
Compares a range of key components of arguments from both documents	4	3 **C**
Compares a limited range of key components of arguments from both documents	3	2 **C** or (1 **C** and 2 **K** or more)
Identifies key components of arguments with no comparison	2	2 **K**
Limited identification of key components of arguments with no comparison	1	1 **K**
No identification of arguments. No creditable material	0	No **K**

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** or **P^**

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** (2 or more for one Doc and one for the other Doc)
Evaluation of key components of arguments with limited reference to both documents	3	**2 EVAL / 1 EVAL and 1 ND (both Docs)**
Evaluation of arguments is unsupported (asserted) but refers to both documents	2	**ND** but refers to Doc A **and** Doc B
Evaluation of arguments is unsupported (asserted) and only refers to one document	1	**ND** and only refers to Doc A **or** Doc B
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 or J**

AO3 Communication

Communication	Mark	Annotations
Produces a clearly written, well-structured and logical argument that is focused throughout on the question	5	Even use of **S** and logical
Produces a clearly written, well-structured argument that links to the question	4	Even use of **S**
Produces a clearly written argument with uneven structure that links to the question	3	Uneven use of **S**
Produces an argument that lacks clarity and structure and does not always link to the question	2	Limited use of **S**
Communication is cursory or descriptive and lacks structure	1	No **S**
No creditable material	0	**NAQ**

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

Question	Answer	Marks
3	**The two authors present different arguments and perspectives related to demographic change.** **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.	**25**
	Indicative content – Perspectives Doc A considers the effects of the pandemic on migration (**P^**) which has reduced and impacted on Australia adversely. (**P**) Doc B considers the shortage of workers (**P^**) due to shrinking working-age population globally. (**P**) Doc A has a limited perspective as it only considers population change and migration in Australia. It is written for an Australian audience, so does not have a world view. However, Doc B is published in an international journal and refers to countries like Spain and Japan and regions like Sub-Saharan Africa. So, it has a more global perspective. (**PE**) Doc A is a response to Covid on population change in Australia. It is generally negative and suggests no solution. However, Doc B takes a longer-term view on change in global population up to 2100. It focusses on possible solutions to falling fertility rates, declining global population and impact on the working-age population. (**PE**)	

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. **[Example only]** **Provenance:** The author of Doc B (Abubakar) is a professor and chair of Lancet Migration. These academic credentials, the reliable publication (Lancet) and his knowledge of migration, strengthen the argument, because we trust academic expertise. (**EVAL**) Whereas the author of Doc A (Remeikis) is a political journalist with no specified academic background or specialism in population (**C**), which makes it weaker. Therefore, Doc B is stronger than Doc A because it has a stronger provenance. (**J**) **Global scope**: The author of Doc A focuses her argument on Australia with all supporting evidence coming from one country. Her conclusion looks at the impact on Australia. Doc B has wider scope, referring to Spain and Japan and regions in Africa and the Middle East. Its conclusion considers a global migration policy and rich and poor countries. **Evidence**: Doc A uses three credible sources, two from government and one from an international consultancy. The sources all provide accurate statistics and interpretation of the data. Doc B relies on only one source, Murray and colleagues, with less statistical support. Both documents use accurate statistics (Doc A 25,649,985. Doc B 9.73 billion/8.79 billion people) **Unsupported claims:** Doc A asserts that lower rates of population growth will affect everything but provides no evidence for this. Doc B also makes unsupported claims: "Demographers disagree about migration". Also, "available evidence…changes would have a worse impact on lower paid workers." These are unsupported claims. (more in Doc B than Doc A) **Language style**: Doc A is written by a journalist who uses short paragraphs to encourage the reader's understanding and supports using quotations more than her own views. Some choice of colloquial language in the conclusion. Doc B is written in a more formal, academic style with clearly laid out points: first, second, third. **Counterargument**: Doc B presents three counter arguments. For example, it argues for the use of automation but considers the wider social and economic benefits to be speculation. Doc A has a more one-sided approach, addressing the negative impact of reduced migration.	

Question	Answer	Marks
3	**Indicative content – Judgement** A candidate may conclude that Document B has a stronger argument, as it has an academic structure and strong provenance but relies heavily on the work of Christopher Murray and Colleagues. It supports a wider perspective in relation to what needs to happen on a world scale, suggests possible solutions and evaluates their likely effectiveness. (**J**) A candidate may conclude that Document A has a stronger argument as it uses credible sources and detailed evidence. But it is a reflection of problems facing Australia regarding population change and relies on predictions rather than considered solutions. (**J**) A candidate may conclude that both documents have their strengths and weaknesses. For example, both documents use accurate statistics to support their argument, and both use unsupported claims. On balance, both arguments are valid and so neither may be considered particularly stronger than the other. (**J**)	

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**)
EVAL	**Evaluation of impact of evidence** on argument/perspective. Used in **Q2** (AO1c)
J	**Added to EVAL** to show the inclusion of 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 or underdeveloped evaluation of key components of argument.** Used in **Q3** (AO1c)

Annotation	Meaning
EVAL	**Evaluation of key components of argument** in both documents**.** Used in **Q3** (AO1c)
U	**Unsupported judgement.** Used in **Q3** (AO1d)
J	**Supported judgement.** Used in **Q3** (AO1d)
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.