

## MARK SCHEME for the May/June 2013 series

### **8987 GLOBAL PERSPECTIVES**

**8987/12**

Paper 1 (Written Paper), maximum raw mark 30

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

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

Cambridge will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2013 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

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1. Study Document 1

(a) Identify two reasons why the writer of Document 1 thinks that access to the internet is a basic human right. [2]

Examiners should note that the question is worth only two marks and therefore candidates are asked to simply identify two reasons, it is not expected that they will develop or explain their ideas.

The following are valid reasons the writer uses which candidates might identify in their answers:

- The UN's Declaration of Human Rights states that we are all free and equal.
- We have the right to free education and the internet can provide this.
- We all have the right to freedom of opinion and speech.
- It is a 'forum for expression, ideas and opinions to share with the rest of the world'.
- It allows everyone to participate in the 'global network of shared cultural life'.

Award ONE mark for each reason given up to maximum of two. Candidates can either summarise the two points or take quotations directly from the document. Do not reward information that is not drawn from the passage.

(b) Identify two reasons put forward in Document 1 why governments want to control their citizens' use of the internet. [2]

Examiners should note that the question is worth only two marks and therefore candidates are asked to simply identify two reasons, it is not expected that they will develop or explain their ideas.

The following are valid reasons that candidates might identify:

- To control the amount of information the people receive to stay in command.
- Keeping their people 'in the dark' by 'limiting and censoring' the information they access from the internet'.
- To stop people becoming powerful as the internet gives power to 'every single person that has access to it ...'.

Award ONE mark for each reason given up to maximum of two. Candidates can either summarise the two points or take quotations directly from the document. Do not reward information that is not drawn from the passage.

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**2 How convincing is the argument in Document 1 that internet access is a basic human right?**

**In your answer, you should evaluate the strengths and weaknesses of the argument.**

- Responses should focus on the strengths **and** weaknesses of the evidence and reasoning offered in Document 1.
- At Level 3 candidates must consider both the strengths and weaknesses and **should reach a judgement**.
- At Level 2 there is likely to be imbalance, with most of the answer focusing on the weakness of the arguments, although some answers may focus largely on the strengths. Candidates who focus on only the strengths or weaknesses can still achieve any mark within this level depending upon the quality of the evaluation.
- At Level 1 it is likely that candidates will consider only either the strengths or weaknesses. At this level candidates' answers are likely to be descriptive in approach, particularly at the lower end, if there is evaluation it may be very generalised.
- Candidates who focus on only the strengths **or** weaknesses can achieve any mark to the top of Level 2 depending on the quality of the evaluation.

<b>Level 3 9–12 marks</b>	Sustained evaluation of strengths and weaknesses of reasoning and evidence, critical assessment with explicit reference to how flaws and counter argument support the claim. Highly effective, accurate and clearly expressed explanation and reasoning; clear evidence of structured argument/discussion, with conclusions reached/explicitly stated in a cogent and convincing manner.
<b>Level 2 5–8 marks</b>	Some evaluation of strengths and/or weaknesses of reasoning and evidence, but evaluation may focus on one aspect; assessment of flaws may be limited. Effective and generally accurate explanation and reasoning; some evidence of structured argument/discussion; conclusions may not be explicitly stated or link directly to the analysis.
<b>Level 1 1–4 marks</b>	Little or no evaluation of strengths and/or weaknesses, although flaws etc. may be identified. Level of communication is limited, response may be cursory or descriptive; communication does not deal with complex subject matter.

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

**Strengths:** Candidates might explore the use of the UN's Declaration of Human Rights and how this is a vital source to include in such an argument, with a range of quotations taken from it, suggesting that this highlights the need for global access to the internet for many reasons. The example of Egypt in 2011 clearly exemplifies the role the internet can play. Candidates might explore how the article is written in a direct, passionate style, with a very definite concluding statement: 'is taking away one of their basic human rights' ensuring the reader is in no doubt as to the writer's point of view.

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**Weaknesses:** By using the word ‘weapon’ the author makes the internet sound threatening and dangerous. The article does make some sweeping generalisations in the opening paragraph which are not supported by immediate examples, such as which governments and leaders controlled the information the people received and in what ways. The use of the UN’s Declaration of Human Rights may also be considered a weakness as a large section of the argument is based on this, which does not offer balance or range. There are no details to support the claims that ‘China, Cuba, and North Korea’ are places where the governments keep ‘their people in the dark’, such as how, when or why. He uses only one example, Egypt, to illustrate his argument.

No set conclusion is required. Some candidates may argue that the argument is very convincing citing some of the strengths above, whilst others may be less convinced highlighting more of the weaknesses exemplified.

**3 Study Documents 1 and 2.**

**To what extent does Document 2 challenge the view in Document 1 about the value of the internet?** [14]

Responses should focus on key reasons and evidence in both documents in order to compare alternative perspectives and synthesise them in order to reach a reasoned judgement. In order to assess whether the Documents challenge the view in the question candidates should consider not only the content of the Documents, but critically assess the arguments put forward through a consideration of issues such as the nature of the passages, purpose and language.

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

<b>Level 3</b> <b>11–14 marks</b>	Answers at this level will demonstrate a sustained judgement about the views in the question. There will be sustained evaluation of alternative perspectives; critical assessment with explicit reference to key issues raised in the Documents leading to a reasoned and sustained judgement. Highly effective, accurate and clearly expressed explanation and reasoning; clear evidence of structured argument/discussion, with conclusions reached/explicitly stated in a cogent and convincing manner.
<b>Level 2</b> <b>6–10 marks</b>	Answers at this level will be more than just a comparison of the two Documents; there will be some evaluation, but this will not be sustained and may focus on one perspective; assessment may not link key reasons and evidence clearly to the perspective or to the reasoned judgement. Effective and generally accurate explanation and reasoning; some evidence of structured argument/discussion; conclusions may not be explicitly stated or link directly to analysis.

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<b>Level 1 1–5 marks</b>	Answers at this level will describe a few points and there will be little or no evaluation of perspectives, although some relevant evidence or reasons may be identified. If there is any judgement it will be unsupported or superficial. Level of communication is limited; response may be cursory or descriptive; communication does not deal with complex subject matter.
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### Indicative content

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

- Candidates might suggest that Document 2 does not challenge Document 1 as Document 1 focuses more on the fact that we should all be able to access the internet freely, whilst Document 2 predominantly argues that we should turn it off: these are both different arguments.
- There may follow an answer structured by the bullet points evaluating the use of reasoning, evidence and quality of each document. Others may argue that Document 2 successfully challenges Document 1 exploring how this occurs. Exploration can then be made on these very differing attitudes to the value of internet access.
- Document 1 focuses on the reasons why we should be able to access the internet and gives examples of why leaders of certain countries do not wish their citizens to have free, uncensored access. Whilst some countries are mentioned by name, there is a lack of specific examples of exactly how countries are preventing their citizens from accessing the internet.
- The article depends either on the Articles quoted from the UN's Declaration of Human Rights or on the author's own opinion and lacks a range of sources and statistics to support the claims, whilst Document 2 contains more of a range of sources including a number of different opinions such as Jay Rayner, Nicholas Carr and Rushkoff.
- It might be suggested that Document 2 presents a more balanced argument, with the second paragraph listing the benefits of the internet, although the people who think this way are labelled as 'idealists', undermining their importance.
- The use of a question to open the argument also suggests that the article may be a balanced one as an answer is sought. However, it may be noted that after the opening question and second paragraph the rest of the document examines the reasons why the internet is not a positive thing, not giving enough balance.
- The language used in Document 2 may be explored, with words such as 'dissenters' and 'worriers' used to describe those who dislike the way the internet has taken over our lives, making them seem negative and almost irritants.
- There may be an evaluation of the sources used in Document 2, with the use of a reasonable range of different voices, some named, others not. The value of the voices used could be explored.
- It may be argued that neither article has enough statistics and both rely on opinion from the author and only a few sources with an evaluation of the effect of this.

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- Candidates should critically assess the use of examples and evidence in order to make a judgement. In doing this they might conclude that there is a little more balance in Document 1 and a wider perspective presented, making it a successful challenge to the view in Document 2. The two concluding paragraphs may be compared for their purposeful opinions and style.