



Cambridge Pre-U

GLOBAL PERSPECTIVES

1340/01

Paper 1 Written Paper

May/June 2023

MARK SCHEME

Maximum Mark: 30

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 2023 series for most Cambridge IGCSE, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This document consists of **11** 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.

PUBLISHED**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 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.

Annotation	Meaning
	Use a ✓ to indicate the separate marks given in Q1
L1 or L2 or L3	an overall level – Level 1 or Level 2 or Level 3 at the end of Q2 and Q3
ILL	Illustration (Not Assessment or Evaluation) where candidate quotes or refers to passage, relevant to their assessment/evaluation/comparison
A	Assertion (unsupported statement of assessment or candidate's opinion)
+ or –	Use in Q2 to indicate strength or weakness of Document 1 addressed by candidate. Use in Q3 to indicate strengths or weaknesses of the two documents. (more convincing, less convincing)
=	Use in Q3 to indicate similarities in strengths/weaknesses of two arguments, to support the ways in which neither is more convincing than the other/ they are equally convincing.
JU	Judgement In Q2 at the end Q3 at the end, also in the margin where there are interim judgements
C	Comparison
EVAL	Evaluation
ND	Needs developing
NAQ	Not answering the question
On page comment	Space for summative comment if needed – particularly where an answer has just achieved a level.
	Use on any blank pages or extra sheets to indicate that these continuation sheets have been looked at. Also, where a candidate has written relevant material but no other annotations are appropriate, to indicate that the work has been read.

Question	Answer	Marks	Guidance
1(a)	<p>Explain ONE difference between the attitudes of New York and Paris to immigrants as given in Document 1.</p> <p>Candidates may consider one of the following:</p> <p>(different attitude to immigrant culture)</p> <p>Parisians expect immigrants to abandon their home culture immediately, but New Yorkers do not – they show solidarity with immigrants by holding cultural events celebrating them.</p> <p>(different attitude to immigrant identity)</p> <p>New Yorkers allow foreign born residents to maintain their own identity, but Parisians do not – they expect immigrants to become entirely French.</p> <p>NB Candidates may identify different attitudes to immigrant integration/settling in. They will have to explain the difference using examples above, or other examples drawn from the document.</p> <p>Do not accept:</p> <p>Immigrants of colour are less often racially profiled by police and residents in New York than in Paris. (they still are racially profiled, so this is not a difference of attitude, just a difference in the scale of the issue)</p> <p>Immigrants in Paris keep their religion and cultural traditions private. (this is a reaction to the attitude of Parisians to immigrants, but it is not the attitude itself)</p> <p>Answers about attitudes of immigrants (feeling at home...) as this is not the question.</p>	2	<p>Award ONE mark for an appropriate difference in attitude.</p> <p>Award ONE mark for any relevant explanation drawn from the document. (illustration of the attitude in each city)</p> <p>Do not reward information that is not drawn from the Document.</p>

Question	Answer	Marks	Guidance
1(b)	<p>Identify and explain TWO struggles faced by immigrants in all the cities given in Document 1.</p> <p>Candidates may consider two of the following:</p> <p>Immigrants have low-skilled jobs whatever their professions were back home.</p> <p>Immigrants struggle to find affordable quality housing.</p> <p>Immigrants are racially profiled by police and residents.</p> <p>Immigrants are labelled as ‘threats’ to the nation.</p> <p>Do not accept</p> <p>They struggled to feel at home (this refers only to Paris)</p> <p>No-one is interested in discussing racism (this is in France, not in all cities)</p> <p>Immigrants are isolated from their neighbours (only in Paris)</p>	4	<p>Award ONE mark each for up to two different struggles identified.</p> <p>Award ONE mark each for up to two different relevant explanations.</p> <p>Accept relevant and logical explanations.</p> <p>Candidates may quote examples directly from the text or paraphrase.</p> <p>Candidates may extrapolate other examples from the text and should be credited for doing so.</p> <p>Do not reward information that is not drawn from the Document.</p> <p>Explanation may be of how or why – how it is a struggle or why it happens/ the impact on the immigrant.</p>

Question	Answer	Marks	Guidance
2	<p>Assess the strengths and weaknesses of the author's argument in Document 1.</p> <p>The candidate may consider aspects such as:</p> <p>Author's expertise and provenance of publication. (S)</p> <p>Author's first-hand evidence – research /interviews (S)</p> <p>Evidence /Examples to support claims made. (S)</p> <p>Balance of positives and negatives on New York and Barcelona, so that the French example is not so extreme. (S)</p> <p>Clear explanations of the attitudes of the French, their ideals and impact on immigrants. (S)</p> <p>Document 1 depends entirely on own research, does not use other sources (W)</p> <p>Only reports interviewing immigrants – so no balance in presentation of French attitudes. (W)</p> <p>Only provides statistics for numbers of people (without source of stats) generalised comments about 'everyone' 'many reported' (W)</p> <p>Some sweeping generalisations (W)</p>	10	<p>Responses should focus on the strengths and weaknesses put forward in Document 1.</p> <ul style="list-style-type: none"> At Level 3 candidates must consider both the strengths and weaknesses. 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.

Question	Answer	Marks	Guidance
3	<p>Study Documents 1 and 2.</p> <p>To what extent is the author’s argument in Document 2 stronger than the author’s argument in Document 1?</p> <p>In your answer you should consider the evidence and reasoning used in BOTH documents</p> <p>Doc 2 is stronger</p> <p>Doc 2 includes occasional use of other sources and specific examples – refers to networks (quotes Eurocities) – identifies specific projects. Doc 1 does not</p> <p>Doc 2 is more recent (2020). Doc 1 was published in 2018 and mentions that the author researched for 10 years; so it is unclear which parts of the research were done when, and whether parts are out of date (2008)</p> <p>Doc 2 maps and explains the changes in attitude to supporting immigrants, related to external influences and events (austerity/nativism). This is more successful than the quite general comments about anti-immigrant politicians in Doc 1.</p> <p>Doc 2 is weaker</p> <p>Doc 2 has no real balance of perspectives – considering the difficulties faced by city officials – with no real consideration of the immigrant experience, no immigrant perspective – whereas Doc 1 concentrates on the immigrant experience and does give some balance of others’ views.</p> <p>Doc 2 has less of a global view – though both look at Europe, Doc 1 also considers where immigrants arrive from and looks at the USA as well.</p>	14	<p>Responses should focus on key arguments 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 Document 2 is more convincing than the argument in Document 1 candidates should consider not only the content of the Documents, but critically assess the arguments put forward through a consideration of issues such as the nature of the passages, purpose and language.</p> <ul style="list-style-type: none"> • At Level 3 candidates will reach a sustained judgement about the view in the question and the extent to which this is true. 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. <p>At Level 1 there will be very little evaluation, comparison will be of the content and candidates may simply describe the documents or identify areas of similarity and difference, with little link to the question.</p>

Question	Answer	Marks	Guidance
3	<p>Doc 2 is more theoretical and concerned with policies – whereas Doc 1 includes details of the cultural events and the lives of immigrants in cities – this makes Doc 1 more appealing and real.</p> <p>Doc 2 is neither stronger nor weaker</p> <p>Both present their own research and show understanding of the complexities of the issue.</p> <p>Both are published in the same publication</p> <p>Both recognise that it is not a straightforward issue that will be easily solved.</p> <p>Both provide logical conclusions to their own argument (though their views are different)</p> <p>Judgement</p> <p>The candidate may conclude that Doc 1 is stronger, or that Doc 2 is stronger, or that they are different but not clearly stronger or weaker. The judgement should follow logically from the points made.</p>		

Appendix 1: Level descriptors for Q2

<p>Level 3 8–10 marks</p>	<p>Sustained evaluation of strengths and weaknesses of arguments and evidence, critical assessment with explicit reference to how flaws and counter argument support the argument. 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.</p>
<p>Level 2 4–7 marks</p>	<p>Some evaluation of strengths and weaknesses of arguments and evidence, but evaluation may focus on one aspect; assessment of flaws etc. may not link clearly to the argument. 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.</p>
<p>Level 1 1–3 marks</p>	<p>Little or no evaluation of strengths and weaknesses, although flaws etc. may be identified. Level of communication is limited, response may be cursory or descriptive; communication does not deal with complex subject matter</p>

Appendix 2: Level descriptors for Q3

<p>Level 3 11–14 marks</p>	<p>Answers at this level will demonstrate a sustained judgement about the view. There will be sustained evaluation of alternative perspectives; critical assessment with explicit reference to key issues raised in the passages leading to a reasoned and sustained judgement. Highly effective, accurate and clearly expressed explanation and reasoning; clear evidence of structured argument/ discussion, with conclusions reached/explicitly stated in a cogent and convincing manner.</p>
<p>Level 2 6–10 marks</p>	<p>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.</p>
<p>Level 1 1–5 marks</p>	<p>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.</p>