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**GLOBAL PERSPECTIVES AND RESEARCH**

**9239/12**

Paper 1 Written Examination

**May/June 2019**

MARK SCHEME

Maximum Mark: 30

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**Published**

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

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

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

Cambridge International is publishing the mark schemes for the May/June 2019 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

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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.

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Question	Answer	Marks	Guidance
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**Note**

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

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

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

**Assessment Objectives for Global Perspectives**

<b>AO1</b> <b>Research, analysis and evaluation</b>	<ul style="list-style-type: none"> <li>• analyse arguments to understand how they are structured and on what they are based</li> <li>• analyse perspectives and understand the different claims, reasons, arguments, views and evidence they contain</li> <li>• synthesise relevant and credible research/text in support of judgements about arguments and perspectives</li> <li>• critically evaluate the strengths, weaknesses and implications of reasoning in arguments and overall perspectives</li> <li>• critically evaluate the nature of different arguments and perspectives</li> <li>• use research/text to support judgements about arguments and perspectives</li> </ul>
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Question	Answer	Marks	Guidance								
1	<p><b>Identify and explain <u>three</u> different ways in which the author of Document 1 thinks that people in the MENA region can make use of the internet and social media.</b></p> <p><b>Credit one mark</b> for each correct <b>identification</b>, up to three marks plus one mark each for a correct <b>explanation</b> of this, up to three marks.</p> <p>Credit marks for correct versions of the following:</p> <table border="1" data-bbox="349 520 1341 1121"> <thead> <tr> <th data-bbox="349 520 846 587">Identify</th> <th data-bbox="846 520 1341 587">Explain</th> </tr> </thead> <tbody> <tr> <td data-bbox="349 587 846 820">           People (in Small and Medium Enterprises (SMEs)) can use the internet and social media to help grow their business, ✓  <i>Note: This could be an explanation</i> </td> <td data-bbox="846 587 1341 820">           because the internet and social media enable them to target the people who matter / give them global connectivity to reach the international market. ✓  <i>Note: These could be identifications</i> </td> </tr> <tr> <td data-bbox="349 820 846 991">           People (with advanced ICT skills) can use the internet to develop the mobile 'app-economy' / enter the 'app-economy' for jobs, ✓         </td> <td data-bbox="846 820 1341 991">           by developing mobile apps to suit the language and content of the MENA region. ✓         </td> </tr> <tr> <td data-bbox="349 991 846 1121">           (Young) people can use the internet and social media for career opportunities, ✓         </td> <td data-bbox="846 991 1341 1121">           by using them to find information on training opportunities / jobs across their region and the globe. ✓         </td> </tr> </tbody> </table> <p><b>Credit one mark</b> for a correct answer that quotes wholly from the text and does not synthesise the information.</p>	Identify	Explain	People (in Small and Medium Enterprises (SMEs)) can use the internet and social media to help grow their business, ✓ <i>Note: This could be an explanation</i>	because the internet and social media enable them to target the people who matter / give them global connectivity to reach the international market. ✓ <i>Note: These could be identifications</i>	People (with advanced ICT skills) can use the internet to develop the mobile 'app-economy' / enter the 'app-economy' for jobs, ✓	by developing mobile apps to suit the language and content of the MENA region. ✓	(Young) people can use the internet and social media for career opportunities, ✓	by using them to find information on training opportunities / jobs across their region and the globe. ✓	3×(1+1)	<p><b>Credit 0 marks</b></p> <ul style="list-style-type: none"> <li>• for general statements e.g. to increase productivity, to improve competitiveness, to raise incomes, to generate employment</li> <li>• for simply stating examples rather than giving explanations</li> <li>• for internet/social media getting rid of unemployment or giving youth ICT skills</li> <li>• for answers taken from the candidate's own knowledge.</li> <li>• for answers with no creditworthy material</li> </ul>
Identify	Explain										
People (in Small and Medium Enterprises (SMEs)) can use the internet and social media to help grow their business, ✓ <i>Note: This could be an explanation</i>	because the internet and social media enable them to target the people who matter / give them global connectivity to reach the international market. ✓ <i>Note: These could be identifications</i>										
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(Young) people can use the internet and social media for career opportunities, ✓	by using them to find information on training opportunities / jobs across their region and the globe. ✓										

Question	Answer	Marks	Guidance
2	<p><b>Assess the strengths and weaknesses of the evidence given by the author in Document 1 to support his conclusion.</b></p> <p><b>Use the levels-based marking opposite to credit marks.</b> No set answer is expected and examiners should be flexible in their approach. Candidates may include some of the following:</p> <p><b>Strengths</b> The following strengths of evidence all strengthen the support for the author's conclusion that the MENA area should grasp the opportunities that the internet and social media bring:</p> <ul style="list-style-type: none"> <li>• <b>Uses relevant evidence and examples to support the conclusion</b> – The conclusion about grasping <i>the opportunities</i> is supported by relevant evidence and examples of successes, <i>Just Falafel's</i> expansion, growth of the mobile gaming industry in <i>China and Turkey</i>, <i>Ahmed Sakr's</i> successful career information gathering. Uses 2014 data from Deloitte in a document written in 2014.</li> <li>• <b>Uses evidence from sources with authority</b> – <i>UN study</i> on youth employment projections, <i>Dubai school of government</i> on jobseekers' attitudes to social media. This leads to confidence in what they say.</li> <li>• <b>Uses a range of global evidence</b> – Evidence is given about <i>China</i>, and <i>Turkey</i>, and from <i>Dubai</i>, which increases the context of the impact of the internet and social media.</li> <li>• <b>Uses precise and relevant statistics</b> – from Deloitte about potential <i>25% increase</i> in productivity; about <i>Just Falafel's</i> increasing their initial investment in Facebook by <i>18 times</i>; from the UN about the <i>29%</i> expected increase in youth unemployment; from the <i>Dubai school of Government</i> about <i>71%</i> of responses to using social media to find next jobs. This provides a precise background to build support for grasping the opportunities.</li> <li>• <b>Uses historic perspective in the evidence</b> – The argument accepts that people in the Arab world are already spending more time on mobile apps, before arguing about further opportunities for development. This makes the scope of the opportunities sound more plausible.</li> </ul>	12	<p>Use the levels based marking grid below and the indicative content in the left-hand column to credit marks.</p> <p><b>For each bullet give a level (that can include split levels e.g. L2/L1) to inform the overall level and mark within the available range. These should be placed at the end of the answer with the overall level in the right-hand margin. (Use X for Level 0)</b></p> <p><b>Note: Level 3 involves the impact of the evidence upon the claim – a key characteristic</b></p> <p><b>Level 3</b> <span style="float: right;"><b>9–12 marks</b></span></p> <ul style="list-style-type: none"> <li>• <b>Both</b> strengths and weaknesses of evidence are assessed.</li> <li>• Assessment of evidence is <b>sustained</b>.</li> <li>• Assessment explicitly includes the <b>impact</b> of specific evidence upon the claims made.</li> <li>• Communication is <b>highly effective</b> – explanation and reasoning <b>accurate</b> and <b>clearly</b> expressed.</li> </ul>

Question	Answer	Marks	Guidance
2	<ul style="list-style-type: none"> <li>• <b>Uses a range of perspectives in the evidence</b> – business – SME’s and mobile apps; personal – research for jobs. This widens the context.</li> <li>• <b>Expertise of the author to produce informed evidence</b> – Labin leads the Facebook office in Dubai, so will have relevant experience both of the possible impact of social media and of the opportunities in the Arab world to be able to make informed judgements about the impact of the Internet and social media in the MENA region.</li> <li>• <b>Vested interest of the author to produce accurate evidence</b> – The author is a writer in the public eye so would have a vested interest to report accurately to maintain public confidence in himself, The World News and Facebook.</li> </ul> <p><b>Weaknesses</b> The following weaknesses of evidence all weaken the support for the author’s conclusion that the MENA area should grasp the opportunities that the internet and social media bring:</p> <ul style="list-style-type: none"> <li>• <b>Uses limited perspectives in evidence</b> – The conclusion to welcome <i>the opportunities</i> that the internet and social media bring is only supported by evidence and examples taken from business and work. The impact on other areas e.g. on family life might not be welcomed.</li> <li>• <b>Lack of balance in the evidence</b> – No evidence is given of things that go wrong when using the internet and social media, to enable a balanced judgement.</li> <li>• <b>Uses unsourced key evidence</b> – e.g. views of the <i>people on Facebook</i> about its impact; the <i>numbers active on Facebook</i> and in <i>the MENA area</i>; how Facebook can help <i>SMEs</i>; the growth of the mobile gaming industry in <i>China and Turkey</i>; how <i>Just Falafel</i> expanded; how <i>Ahmed Sakr</i> was successful with his Facebook search. These assertions limit the authority of the evidence to the author’s say so.</li> </ul>		<p><b>Level 2</b> <span style="float: right;"><b>5–8 marks</b></span></p> <ul style="list-style-type: none"> <li>• Answers focus more on <b>either</b> the strengths <b>or</b> weaknesses of the evidence, although <b>both</b> are present/identified.</li> <li>• Assessment identifies strength <b>or</b> weaknesses of evidence with little explanation.</li> <li>• Assessment of evidence is relevant but <b>generalised, not always linked</b> to specific evidence or specific claims.</li> <li>• Communication is <b>accurate</b> – explanation and reasoning is <b>limited</b>, but <b>clearly</b> expressed.</li> </ul> <p><b>Level 1</b> <span style="float: right;"><b>1–4 marks</b></span></p> <ul style="list-style-type: none"> <li>• Answers show <b>little or no</b> assessment.</li> <li>• Assessment, if any, is <b>simplistic</b>.</li> <li>• Evidence may be <b>identified</b> and weaknesses may be <b>named</b>.</li> <li>• Communication is <b>limited</b> – response may be <b>cursory or descriptive</b>.</li> </ul>

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Question	Answer	Marks	Guidance
2	<ul style="list-style-type: none"> <li>• <b>Uses some evidence which relies on projections</b> – possible increase of <i>productivity in developing areas</i>; about expected levels of <i>unemployment of youth in the Middle East</i>. Speculations can be inaccurate as circumstances change.</li> <li>• <b>Uses examples that may not be typical</b> – If the examples of <i>Just Falafel's</i> expansion, the growth of the mobile gaming industry in <i>China and Turkey</i>, the success of <i>Ahmed Sakr's</i> career's success are not typical of other SMEs, mobile gaming apps and career research, this would limit their support for <i>grasp the opportunities they bring</i>.</li> <li>• <b>Bias</b> – The author is Head of Facebook in Dubai so he may have a natural bias towards the opportunities that Facebook and social media can bring, to provide a one sided account of success.</li> <li>• <b>Vested Interest to promote EFE</b> – As the article was published by the Huffington Post in <i>partnership with EFE</i>, the author might have a vested interest to promote their cause by choosing examples of their success, especially that of Sakr</li> </ul>		<p><b>Credit 0 marks</b> where there is no creditable material. Use X in the level summary.</p> <p>There is no requirement to use technical terms to access any level and candidates will NOT be rewarded for their use unless they link them directly to the assessments made.</p>

Question	Answer	Marks	Guidance
3	<p><b>Both authors present arguments about the impact of the internet and social media upon the Arab world in the MENA region. To what extent is the author’s argument in Document 2 stronger than that of the author in Document 1?</b></p> <p>No set answer is expected and examiners should be flexible in their approach. Candidates may include some of the following:</p> <p><b>Stronger</b></p> <ul style="list-style-type: none"> <li>• <b>Less sweeping conclusion</b> – Raqui (Doc 2) is more cautious as he recognises that there are <i>drastic</i> changes – <i>negative</i> changes as well as positive ; whereas Labin (Doc 1) argues that the changes are positive and sustainable so the opportunities should be <i>welcomed</i> and <i>grasped</i>.</li> <li>• <b>More balanced argument</b> – Raqui (Doc 2) gives negatives as well as positives – the impact on gender relations in conservative countries (negative for the conservatives) and on family loyalty; whereas Labin (Doc 1) looks only at the positive impact on business and careers.</li> <li>• <b>More academic</b> – Raqui (Doc 2) uses the views of authors who have written books in the field e.g. <i>Weeler</i> and <i>Rajani</i>, <i>Chandio</i> and <i>Eickelman</i>; whereas Labin (Doc 1) presents unsourced claims from his own experience e.g. views of the <i>people on Facebook</i> about its impact; the <i>numbers active on Facebook</i> and in <i>the MENA area</i>; how Facebook can help <i>SMEs</i>; the growth of the mobile gaming industry in <i>China and Turkey</i>; how <i>Just Falafel</i> expanded; how <i>Ahmed Sakr</i> was successful with his Facebook search.</li> <li>• <b>Wider perspectives/lenses</b> – Raqui (Doc 2) looks at the impact upon gender relations, family loyalty and political activity; whereas Labin (Doc 1) mainly looks at the impact upon business. Uses wider range of social media sources – Twitter and others</li> <li>• <b>More specific evidence of national impact</b> – Raqui (Doc 2) looks at the impacts in Saudi Arabia, Syria, Yemen, Tunisia and Egypt; whereas Labin (Doc 1) only briefly mentions China and Turkey and gives evidence from Egypt and the MENA region in general.</li> <li>• <b>Wider historical perspective</b> – Raqui (Doc 2) sets the political impact into the context of the Arab Spring 2011; whereas Labin (Doc 1) gives little historical context.</li> </ul>	12	<p>Use the levels-based marking grid below and the indicative content in the left-hand column to credit marks.</p> <p><b>For each bullet give a level (that can include split levels e.g. L2/L1) to inform the overall level and mark within the available range. These should be placed at the end of the answer with the overall level in the right-hand margin. (Use X for Level 0)</b></p> <p>There is no requirement to use technical terms to access any level and candidates will NOT be rewarded for their use unless they link them directly to the assessments made.</p> <p><b>Level 3</b> <span style="float: right;"><b>9–12 marks</b></span></p> <ul style="list-style-type: none"> <li>• The judgement is <b>sustained</b> and <b>reasoned</b> throughout.</li> <li>• Alternative perspectives have sustained assessment.</li> <li>• Critical evaluation is of <b>key</b> issues raised in the passages and has <b>explicit</b> reference.</li> <li>• Explanation and reasoning is <b>highly effective</b>, accurate and clearly expressed.</li> <li>• Communication is <b>highly effective</b> – clear evidence of a structured cogent argument with conclusions explicitly stated and directly linked to the assessment</li> </ul>

Question	Answer	Marks	Guidance
3	<ul style="list-style-type: none"> <li>• <b>Depends less on speculation</b> – Raqui (Doc 2) focuses his argument on what has actually happened or is said to have happened; whereas Labin (Doc 1) uses the possible increase of <i>productivity in developing areas</i>; about expected levels of <i>unemployment of youth in the Middle East</i> to support his argument.</li> </ul> <p><b>Weaker</b></p> <ul style="list-style-type: none"> <li>• <b>Less personal expertise</b> – Raqui (Doc 2) uses the views of others; whereas Labin (Doc 1) as Head of Facebook in Dubai has direct experience of the impact of social media.</li> <li>• <b>Less use of precise evidence</b> – Raqui Doc (2) simply uses the claims and beliefs of authors to support his argument e.g. Yasslem al – saggaf, Rajani, Chandio, Eickelman; whereas Labin (Doc 1) presents statistical evidence from sources with authority, Deloitte, The UN, Dubai School of Government.</li> <li>• <b>Less use of personal/individual examples</b> – Raqui (Doc 2) argues theoretically, largely from the views of others in gender relations and family loyalty; whereas Labin (Doc 1) supports his case with the concrete examples of <i>Just Falafel</i> and <i>Ahmed Sakr</i>.</li> </ul> <p><b>Neither stronger nor weaker because the same</b></p> <ul style="list-style-type: none"> <li>• <b>Both look at the impact that the internet and social media can bring</b> – Raqui (Doc 2) to gender relations, family loyalty and political activity; and Labin (Doc 1) to business and careers.</li> <li>• <b>Both present clear arguments</b>, with a specific conclusion and a structure of reasons.</li> <li>• <b>Both provide some sourced evidence</b>, relevant examples and statistics from authorities.</li> </ul> <p><b>because different</b></p> <ul style="list-style-type: none"> <li>• <b>Different perspectives/lenses</b> – Raqui (Doc 2) looks at gender relations, family loyalty and political activity; whereas Labin (Doc 1) looks at business and careers.</li> </ul> <p>Candidates should critically assess perspectives and the use of examples and evidence in order to reach a judgement.</p>		<p><b>Level 2</b> <span style="float: right;"><b>5–8 marks</b></span></p> <ul style="list-style-type: none"> <li>• Judgement is <b>reasoned</b>.</li> <li>• <b>One perspective may be focused upon for assessment</b>.</li> <li>• Evaluation is present but may not relate to key issues.</li> <li>• Explanation and reasoning is <b>generally accurate</b>.</li> <li>• Communication is <b>accurate</b> – some evidence of a structured discussion although conclusions may not be explicitly stated, nor link directly to the assessment.</li> </ul> <p><b>Level 1</b> <span style="float: right;"><b>1–4 marks</b></span></p> <ul style="list-style-type: none"> <li>• Judgement, if present, is <b>unsupported or superficial</b>.</li> <li>• Alternative perspectives have little or no assessment.</li> <li>• Evaluation, if any, is <b>simplistic/undeveloped</b></li> <li>• Relevant evidence or reasons may be <b>identified</b>.</li> <li>• Communication is <b>limited</b>. Response may be cursory.</li> </ul> <p><b>Credit 0 marks</b> where no creditable material. Use X in the level summary.</p>

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<b>Question</b>	<b>Answer</b>	<b>Marks</b>	<b>Guidance</b>
3	<b>Judgement</b> <ul style="list-style-type: none"><li>• In doing this they might conclude that Dr Raqui's argument (Doc 2) is stronger because of more expert sources, a more balanced argument and a less sweeping conclusion.</li><li>• Alternatively, they might conclude that overall, despite Labin's (Doc 1) narrower focus, his argument is stronger because of the relevant expertise he brings from his position in Facebook in the Middle East.</li><li>• Credit should be given to any alternative judgement on the basis of the assessment and reasoning e.g. that both arguments are equally strong.</li></ul>		