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This document consists of **17** 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.

Annotations

As noted, scripts must be annotated to show how and where marks have been awarded.
For <u>scripts marked on RM Assessor a selection of</u> the following on-screen annotations are available.

Annotation	Meaning
✔	Correct, creditworthy point
✖	Incorrect point
？	Unclear/confused point
EVAL	Evaluation
JU	Judgement
+	Strength
-	Weakness
ND	Needs developing
On page comment	Space for summative comment if needed
NAQ	Not answering the question
SEEN	Seen
L1	Level 1 response
L2	Level 2 response
L3	Level 3 response
C	Comparison of content
REP	Repetition

Please follow the guidance within the mark scheme on how to annotate each question.

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

AO1 **Research, analysis and evaluation**	- analyse arguments to understand how they are structured and on what they are based - analyse perspectives and understand the different claims, reasons, arguments, views and evidence they contain - synthesise relevant and credible research/text in support of judgements about arguments and perspectives - critically evaluate the strengths, weaknesses and implications of reasoning in arguments and overall perspectives - critically evaluate the nature of different arguments and perspectives - use research/text to support judgements about arguments and perspectives

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Question	Answer	Marks	Guidance
1(a)	**Identify <u>four </u>measures that Ghana can take to support Ghanaian industry, as given by the author in Document 1.** **Credit 1 mark each for a correct version of up to four of the following where the answer**: **4 $\times$ 1** Quotes from the text: • providing incentives • reduce export tax • control imports/increase import tax • promote sales • Government can buy cars produced by Sarfo Kantanka/ subsidise cars for teachers/nurses/lawyers Or paraphrases the text correctly: • Ghana can give encouragements like tax cuts. • Ghana's government can support industry by buying Ghanaian cars. **Credit 0 marks:** For a statement of an incorrect part of the text: • We can promote African prints abroad • The government can support private industries • Subsidise production For answers taken from the candidate's own knowledge (not part of the text)	4	**Use up to 4 ticks ✔ to identify where marks are awarded in the candidate's answer:** **No marks for measures that are mentioned in general but are not directly related to industry by the author.**

Question	Answer	Marks	Guidance
1(b)	**Explain <u>one</u> of these measures.** **Credit up to 2 marks for 1 correct developed explanation.** • Reducing export tax/raising import tax will help to balance trade✓ which is good for Ghanaian industry✓. • Buying cars produced by Sarfo Kantanka increases the revenue✓ of local industry✓. **Credit up to one mark** **If a correct answer** quotes wholly from the text without any synthesis of the information. **Credit 0 marks:** For a statement of an incorrect part of the text: • Everyone should wear clothes made from Ghanaian fabrics because it is popular with foreign visitors For answers taken from the candidate's own knowledge (not part of the text)	2	**Use up to 2 ticks to indicate a developed explanation** **Note:** **For a developed explanation gained from the text, the candidate will have to read on past the paragraph where the measures are listed. Explanations are provided elsewhere in the argument.** **No marks for explanations of measures that are mentioned in general but are not directly related to industry by the author.**

Question	Answer	Marks	Guidance
2	**Assess the strengths and weaknesses of the evidence used by the author in Document 1.** **Indicative content:** No set answer is expected and examiners should be flexible in their approach. Candidates may include some of the following: **Strengths:** **Range of supporting evidence:** includes historical evidence of the efforts of Kwame Nkruma. **Range of actual examples** of successful projects, factories, mills, harbour. **Recent evidence** of popularity of Ghanaian produce and impact of government policy (wearing Ghanaian on Friday) **Provides explained evidence** of possible measures that could be taken such as tax cuts, promotion or subsidy. **Balanced evidence:** He also provides evidence of the Ghanaian preference for foreign goods and explains their resistance to buying Ghanaian. **Author's provenance:** As an Economics graduate and with his professional qualifications in finance, Quarshie is likely to have access to relevant information. He has the expertise to understand the economic arguments he is putting forward and to be able to select relevant evidence. As a Ghanaian, he is likely to want the best for his country and to provide reliable evidence to support his argument.	10	RM Assessor annotations: All to be placed in the left-hand margin of the text. Use text box for on screen comment (if required). **+** **Strength** **–** **Weakness** **ND +** **strength requiring development** **ND –** **weakness requiring development** **unclear/confused point** **JU** **for the judgement on the question** **L1/2/3** **to indicate the level** **REP** **repetition** Use the levels-based marking grid below and the indicative content in the left-hand column to credit marks. **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)** **N.B. Level 3 involves the impact of the evidence upon the claim – a key characteristic** **Level 3** **8–10 marks** • Both strengths and weaknesses of evidence are assessed. • Assessment of evidence is sustained. • Assessment explicitly includes the impact of weak evidence on the arguments. • Communication is highly effective – explanation and reasoning accurate and clearly expressed.

Question	Answer	Marks	Guidance
2	**Weaknesses** **Lack of plausible evidence** that change is possible: • The author gives us no evidence that Ghanaians are likely to change their attitudes and buy Ghanaian. • He lists a wide range of policies and activities over the years but still ends up with unconvinced Ghanaians. **Selectivity:** His interest in Economic theory and Finance fundamentals may lead him to select information to support his own theories and to under-estimate resistance to his ideas. **Lack of information about sources / sources are not named.** The author does not provide any references to sources, meaning that we have to take his evidence at face-value. **No supporting evidence**. The author does not give specific figures on GDP or trade. This weakens the argument as it makes it generalised and less convincing. **Some contradictory and unsupported statements:** The author states '*that local goods are seen as inferior*'. He gives evidence that foreign tourists and business people like them, but does **not give any direct evidence** that local goods are considered inferior, or why. The author claims: '*Such ingenuity contributed to the rise in the Gross Domestic Product*' but **does not provide evidence** for this. The author claims '*this has promoted our fabrics abroad*' but gives **no evidence of increased trade**		**Level 2** **4–7 marks** • Answers focus more on either strengths or weaknesses of evidence, although both are present. • Assessment identifies strength or weakness of evidence with little explanation. • Assessment of evidence is relevant but not always linked to the argument. • Communication is accurate – explanation and reasoning is limited, but clearly expressed. **Level 1** **1–3 marks** • Answers show little or no assessment of evidence. • Assessment of evidence, if any, is simplistic. • Evidence may be identified and weakness may be named • Communication is limited – response may be cursory or descriptive. **Credit 0 marks** where there is no creditable material. (Use X in the level summary) 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.

Question	Answer	Marks	Guidance
3	**Both authors consider different approaches to economic development.** **To what extent is the argument in Document 2 more convincing than that in Document 1?** **Indicative content:** No set answer is expected and examiners should be flexible in their approach. Candidates may include and assess some of the following: **More convincing** **Provenance / Status/Expertise:** Shang-Jin Wei (Document 2) has a more prestigious status, having been a chief economist and Professor of Finance and Economics, compared to Emmanuel De-Graft Quarshie (Document 1) who has a BA in Economics and linguistics and a vague certificate from OU. This gives Wei more credibility as he is likely to have more knowledge and expertise in the area they are discussing. We are more likely to trust Wei in terms of the Economics. **More Global perspective:** Document 2 puts the argument in a global context and considers the issues in a range of countries and continents, whereas Document 1 basically only concentrates on the national perspective of Ghana. Document 2 also looks at the knock-on benefits of the B&R project to the whole world and mentions countries such as US which are not involved directly in the project.	14	**RM Assessor annotation:** EVAL evaluation of relative strength ND EVAL undeveloped or partially relevant evaluation ND needs developing ❓ unclear/confused point JU for the judgement on the question C undeveloped comparison of content L1/2/3 to indicate the level REP Repetition **Use the levels-based marking grid below and the indicative content in the left-hand column to credit marks.** 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) **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** **Refer to guidance on levels-based marking at the beginning of the Mark Scheme.** **Question 3 Levels Marking Grid**

Question	Answer	Marks	Guidance
3	**Structure of argument** Wei presents a well-structured argument. It starts by putting the reader in the picture with a familiar description of the world today and presents a logically developed argument where each section leads on to the next so that it is easy to follow. Quarshie's argument in Document 1 is less structured, though it starts with a historical introduction to the issues; the paragraphs do not always follow a clear pattern and the argument does not flow as well as Document 2. **Less convincing** **Evidence:** Wei (Doc 2) sometimes **lacks evidence** for his argument. Doc 2 talks about promises, but there is not much evidence that the project will do the things that are stated. Wei mentions reforms but does not give any examples or evidence of what these might be. This makes Doc 2 less convincing because Quarshie (Doc1) provides plenty of evidence and examples to support his argument all the way through. e.g. Wei mentions *the Marshall Plan* but doesn't really say what it did, whereas Quarshie lists the projects encouraged by *Kwame Nkrumah.* **Sweeping statements:** Wei makes **unsupported statements** such as: *The new infrastructure will reduce the costs of production and benefit both firms and workers substantially.* *Significant progress can also be made on global challenges such as inequality.*		**Level 3** **10–14 marks** • The judgement is **sustained** and **reasoned**. • Alternative perspectives have **sustained** assessment. • Critical evaluation is of **key** issues raised in the passages and has **explicit** reference. • Explanation and reasoning is **highly effective**, accurate and clearly expressed. • Communication is **highly effective** - clear evidence of a structured cogent argument with conclusions explicitly stated and directly linked to the assessment. **Level 2** **5–9 marks** • Judgement is **reasoned**. • One **perspective** may be focused upon for assessment. • Evaluation is present but may **not relate to key** issues. • Explanation and reasoning is **generally accurate**. • Communication is **accurate** - some evidence of a structured discussion although conclusions may not be explicitly stated, nor link directly to the assessment. **Level 1** **1–4 marks** • Judgement, if present, is **unsupported** or **superficia**l. • Alternative perspectives have little or no assessment. • Evaluation, if any, is **simplistic/undeveloped**. Answers may **describe** a few points comparing the two documents. • Relevant evidence or reasons may be **identified**. • Communication is **limited**. Response may be cursory. **Credit 0 marks** where no creditable material. (Show as X on the levels summary)

Question	Answer	Marks	Guidance
3	This makes document 2 less convincing than Document 1 because: Quarshie writes in a **simpler more direct style** and explains: *When we buy Ghanaian, our money stays in our economy and increases the revenue of our local producers….* **The same: neither more or less convincing:** **Expertise:** Both have a background in Economics and Finance and are likely to have a good understanding of the issues they are considering **Lack of balance/bias:** Both give a mainly one-sided view of globalisation vs protectionism: Document 1 gives only the positives of protectionist policies and tells of the dangers of importation. Document 2 gives only the benefits of the Belt and Road projects and is dismissive about protectionist countries. **Different: neither more or less convincing:** Though both authors are discussing Economic development, Document 2 is considering the benefits of global international projects whereas Document 1 is considering the benefits of protectionist policies. **Judgement:** The candidate may conclude that Document 2 is more convincing, because it is more globally focussed and the author has more expertise and status, leading the reader to trust his argument.		

Question	Answer	Marks	Guidance
3	The candidate may conclude that Document 1 is more convincing, because there is more explanation and illustration of most points. The argument is clearly based in the real world of Ghana and shows a personal viewpoint that makes it more convincing than the much more impersonal and vague argument in Document 2 The candidate may conclude that the arguments have different strengths and weaknesses and that Document 2 is more technical and better structured and less emotional, whereas Document 1 is more personal, detailed and specific, so neither is stronger than the other.		

Marking and annotation guidance – Question 2 – 10 marks

Annotate in the left-hand margin as below:
  (a) ND (needs developing) when a point has been mentioned but not developed (simplistic),
  (b) ND– or ND+ when a point has been partially developed (generalised) and
  (c) – or + for a fully developed and explained point of strength or weakness of the evidence used by the author. (detailed)

Use the levels table and the guidance to determine an appropriate level and mark:

Level	Marks	Descriptor
L3	8–10	• **Both** strengths and weaknesses of evidence are assessed. • Assessment of evidence is **sustained**. • Assessment explicitly includes the **impact** of specific evidence upon the claims made. • Communication is **highly effective** - explanation and reasoning **accurate** and **clearly** expressed.
L2	4–7	• Answers focus more on **either** the strengths **or** weakness of the evidence, although **both** are present/identified. • Assessment identifies strength **or** weakness of evidence with little explanation. • Assessment of evidence is relevant but **generalised, not always linked** to specific claims. • Communication is **accurate** - explanation and reasoning is **limited**, but **clearly** expressed.
L1	1–3	• Answers show **little** or **no** assessment of evidence. • Assessment of evidence, if any, is **simplistic**. • Evidence may be **identified** and weakness may be **named**. • Communication is **limited** - response may be **cursory** or **descriptive**.
	0	• no creditable material.

- In Question 2 there are 4 bullet points on the levels grid. They reflect:
  – How much assessment of evidence there is
  – The quality/sophistication/consistency of the assessment of the evidence
  – How the evidence is linked to the author's claims
  – Effectiveness of communication

- In simple terms the levels are:
  – Level 3 – detailed and sustained
  – Level 2 – generalised and lacking some assessment/explanation
  – Level 1 – simplistic or descriptive
  – Level 0 – have no creditable material (Mark X)

- You are required to make a judgement of the level that is the best fit for each bullet point. This can include split levels. These will then inform the overall level and mark within it as illustrated below. The notes for awarding marks on page 3 of the mark scheme are for general guidance that reflect the more detailed approach below.

- In level 2 there is a range of 4 marks so use all 4 criteria to make your judgement.

- In Level 3 and level 1 there is a range of 3 marks so make your judgement mainly on the first 3 criteria, saving the communication mark as final guidance.

Marking and annotation guidance – Question 3 – 14 marks

Annotate in the left-hand margin as below:
- (a) ND (needs developing) when a point has been mentioned but not developed,
- (b) ND EVAL when a point of evaluation has been partially developed (e.g. may make a valid point but without appropriately referencing the documents)
- (c) EVAL for a fully developed point that looks at documents and perspectives and uses illustration (perhaps with a quote) from the authors
- (d) C for a direct descriptive comparison of the documents that contains no evaluation. (e.g. X said 'this' and Y said 'that')
- (e) ? for an unclear or confused answer

Level	Marks	Descriptor
L3	10–14	• The judgement is **sustained** and **reasoned**. • Alternative perspectives have **sustained** assessment. • Critical evaluation is of **key** issues raised in the passages and has **explicit** reference. • Explanation and reasoning is **highly effective**, accurate and clearly expressed. • Communication is **highly effective** - clear evidence of a structured cogent argument with conclusions explicitly stated and directly linked to the assessment.
L2	5–9	• Judgement is **reasoned**. • **One perspective** may be focused upon for assessment. • Evaluation is present but may **not relate to key** issues. • Explanation and reasoning is **generally accurate**. • Communication is **accurate** – some evidence of a structured discussion although conclusions may not be explicitly stated, nor link directly to the assessment.
L1	1–4	• Judgement, if present, is **unsupported** or **superficial**. • Alternative perspectives have little or no assessment • Evaluation, if any, is **simplistic/undeveloped**. Answers may **describe** a few points comparing the two documents. • Relevant evidence or reasons may be **identified**. • Communication is **limited**. Response may be cursory.
X	0	• no creditable material.

- • In Question 3 there are 5 bullet points on the levels grid. They reflect:
  - – The level of judgement (i.e. how convincing is one document over the other, if at all)
  - – Level of perspective (i.e. different viewpoints based on argument, evidence and assumptions within a particular context)
  - – Evaluation
  - – Explanation and reasoning
  - – Communication

- • In simple terms the levels are:
  - – Level 3 – Sustained, explicit, highly effective
  - – Level 2 – Generalised, generally accurate, less focussed on perspectives and evaluation than L3
  - – Level 1 – Superficial, simplistic/undeveloped, descriptive
  - – Level 0 – No creditable material. Use X as the annotation for this.

- • Judgement can be covered throughout the answer with direct evaluation between the documents but can also be achieved by evaluation of the documents separately with a thorough judgement paragraph at the end.

- • In level 2 and level 3 there is a range of 5 marks so use all 5 criteria to make your judgement.

- • In level 1 there is a range of 4 marks so make your judgement mainly on the first 4 criteria, saving the communication mark as final guidance.