

**MARK SCHEME for the October/November 2012 series**

**8987 GLOBAL PERSPECTIVES**

**8987/13**

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 October/November 2012 series for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level components and some Ordinary Level components.

|               |   |                 |              |
|---------------|---|-----------------|--------------|
| <b>Page 2</b> | <b>Mark Scheme</b>                          | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE AS LEVEL – October/November 2012</b> | <b>8987</b>     | <b>13</b>    |

### Assessment Objectives

NB: The AOs are inter-dependent and it is thus not feasible to see them discretely so the marking of all answers will be holistic.

|  |   |
|--|---|
| <p><b>AO1 Deconstruction</b></p> <p>Analyse and evaluate conclusions, argument, reasoning or claims</p>      | <ul style="list-style-type: none"> <li>• critically compare different perspectives</li> <li>• analyse the structure of arguments, reasoning or claims and identify the key components</li> <li>• evaluate the implications of the conclusions, arguments, reasoning or claims</li> <li>• analyse and evaluate the strengths and weaknesses of arguments, reasoning or claims</li> <li>• evaluate the validity of the conclusions, arguments, reasoning or claims</li> </ul>               |
| <p><b>AO1 Reconstruction</b></p> <p>Analyse the evidence for conclusions, arguments, reasoning or claims</p> | <ul style="list-style-type: none"> <li>• research and analyse evidence to support conclusions, arguments, reasoning or claims</li> <li>• evaluate sources used to support conclusions, arguments, reasoning or claims</li> <li>• research and analyse alternative perspectives and conclusions against the supporting evidence</li> <li>• identify and analyse the context upon which arguments have been based</li> <li>• evaluate the reliability and credibility of sources</li> </ul> |

|               |   |                 |              |
|---------------|---|-----------------|--------------|
| <b>Page 3</b> | <b>Mark Scheme</b>                          | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE AS LEVEL – October/November 2012</b> | <b>8987</b>     | <b>13</b>    |

## 1 Study Document 1

### (a) Summarise the main arguments of Document 1

[4]

Examiners should be aware that this question carries only four marks and therefore candidates are not expected to write at great length. The question also asks candidates to summarise the argument and therefore candidates should not be overly rewarded for copying out large sections of the Document.

- Davis argues that a large number of the world's languages are under threat and will not survive into the next century.
- He argues that this is important because cultural traditions will not be passed on.
- He argues that it will be lonely when your language is not spoken.
- He argues that these cultures are being driven out by power, most notably economic power.
- He argues for the value of diversity.

Examiners should award a mark for each valid point made, to a maximum of **four** marks or two marks if a point is fully developed.

### (b) Identify two pieces of evidence used to support the arguments in Document 1

[2]

The following are pieces of evidence that candidates might use:

- The decline from the 6000 languages that were spoken.
- The fate of the Penan in Southeast Asia.
- The loss of a language every two weeks.
- How we would struggle if Yoruba or Kogi was the only language spoke.

Award **one** mark for each piece of evidence correctly identified. Accept direct quotations from the passage, but do not reward information that is not drawn from the passage.

|               |   |                 |              |
|---------------|---|-----------------|--------------|
| <b>Page 4</b> | <b>Mark Scheme</b>                          | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE AS LEVEL – October/November 2012</b> | <b>8987</b>     | <b>13</b>    |

## **2 Study Document 1**

**How convincing are the arguments in Document 1? In your answer, you should refer to both the strengths and weaknesses of Document 1. [10]**

- Responses should focus on both the strengths and weaknesses of the arguments put forward 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 argument, although some answers may focus largely on the strengths.
- 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.

|               |   |                 |              |
|---------------|---|-----------------|--------------|
| <b>Page 5</b> | <b>Mark Scheme</b>                          | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE AS LEVEL – October/November 2012</b> | <b>8987</b>     | <b>13</b>    |

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

### **Indicative Content**

No set answer is expected and examiners should be flexible in their approach. 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 demands of the question.

### Strengths:

- Through his appeal to emotion the author convinces the reader of the importance of the preservation of languages and culture. This is cleverly supported by arguing about the loneliness that would be felt if you were unable to communicate. This is supported by reference to a universal language that was not our own and the isolation that would follow.
- The structure of the argument carries the reader along; Davis makes it very difficult to disagree with his reasoning. He uses rhetorical questions to guide the reader and to put them in the place of the person whose language is dying.
- Author clearly explains the importance of the survival of language, arguing that it is more than a language that is at stake, but also a culture. He is able to convey the importance of its survival at the end of the first paragraph.
- Author uses examples to support his argument from the Sioux to Americans through to the Penan of Southeast Asia.
- The author appears to give the reader the choice, but the reasoning has guided them towards the conclusion and they are likely to support the author.

|               |   |                 |              |
|---------------|---|-----------------|--------------|
| <b>Page 6</b> | <b>Mark Scheme</b>                          | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE AS LEVEL – October/November 2012</b> | <b>8987</b>     | <b>13</b>    |

Weaknesses:

- Author's appeal to emotion weakens the argument.
- The argument is not supported by a great deal of precise evidence, for example there is no mention of any specific language that has died.
- The statistics used, about the number of languages that will die in this century, is quite general.
- In order to convey the loneliness of not being able to speak the surviving language the examples chosen might be considered to be extremes.
- There may also be exaggeration in the article when the author talks about 'half of Borneo' being carried away.

|               |   |                 |              |
|---------------|---|-----------------|--------------|
| <b>Page 7</b> | <b>Mark Scheme</b>                          | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE AS LEVEL – October/November 2012</b> | <b>8987</b>     | <b>13</b>    |

### **3 Study Documents 1 and 2**

**To what extent does Document 2 reinforce the seriousness of the concerns expressed in Document 1?** [14]

**In your answer, you should consider both the evidence and reasoning used in the documents.**

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 the extent to which Document 2 reinforces the concerns 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.

- At Level 3 candidates will reach a sustained judgement. 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>Page 8</b> | <b>Mark Scheme</b>                          | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE AS LEVEL – October/November 2012</b> | <b>8987</b>     | <b>13</b>    |

|                                |   |
|--------------------------------|---|
| <b>Level 3<br/>11–14 marks</b> | <p>Answers at this level will demonstrate a sustained judgement about whether Document 2 reinforces Document 1. 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.</p> <p>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> |
| <b>Level 2<br/>5–10 marks</b>  | <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.</p> <p>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>   |
| <b>Level 1<br/>1–4 marks</b>   | <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.</p> <p>Level of communication is limited; response may be cursory or descriptive; communication does not deal with complex subject matter.</p>  |

### Indicative content

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

- Document 2 reinforces the argument of Document 1 as both focus on the threat to the diversity of language and therefore cultures.
- Both documents recognise the scale of the problem and Document 2 makes specific reference to the UN Dictionary to support the threat to diversity, although Document 2 does not agree that the threat is as dramatic as that outlined by Davis in Document 1.
- The origin of the sources and argue that the author of Document 2 is an academic and can therefore be trusted in terms of their opinions. The author of Document 1 has also worked on these issues for a long time and will have a good understanding, therefore as they agree it is likely to be reliable.
- Both documents do use appeal to emotion to try and strengthen their argument and this might weaken the views put forward.
- Document 2 refers to newspaper headlines and talks about languages ‘vanishing without trace’ which supports the comments made in Document 1 of the ‘dreadful fate’.
- Document 2 offers a different reason for the threat to diversity. Whereas Document 1 suggests that power is a major reason for the threat, Document 2 suggests that well-intentioned language programmes in Mandarin or French could play a significant role in the decline of local culture.



|               |   |                 |              |
|---------------|---|-----------------|--------------|
| <b>Page 9</b> | <b>Mark Scheme</b>                          | <b>Syllabus</b> | <b>Paper</b> |
|               | <b>GCE AS LEVEL – October/November 2012</b> | <b>8987</b>     | <b>13</b>    |

- Document 2 lacks the factual support and evidence necessary to make the case convincing and that apart from reference to the UNESCO Atlas there is very little supporting evidence and that is largely a matter of opinion.
- Document 2 may be seen as less negative in its prognosis and suggests that the World Oral Literature Project offers hope in preventing languages from disappearing, whereas Document 1 is not hopeful about the survival and focuses only on the disappearance of languages.
- The author of Document 2 is bound to defend the World Oral Literature Project and that this makes his argument less convincing.
- Some might argue that Turin, because of his position, would be less negative in his views about the threat to languages and therefore is less credible. His purpose might be to attract funding for the Project and therefore he needs to suggest that it is having an impact.