

**MARK SCHEME for the May/June 2012 question paper  
for the guidance of teachers**

**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 must be read in conjunction with the question papers and the report on the examination.

- Cambridge will not enter into discussions or correspondence in connection with these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2012 question papers for most IGCSE, GCE Advanced Level and Advanced Subsidiary Level syllabuses and some Ordinary Level syllabuses.

Page 2	Mark Scheme: Teachers' version	Syllabus
	GCE AS LEVEL – May/June 2012	8987

1 (a) Identify two reasons why India's development will soon be faster than that of China.

The Document clearly identifies two reasons why India's development will soon be faster than that of China. Candidates can either summarise the two points or take quotations directly from the Document. Award one mark for each correct reason.

- Demography (as China's population is ageing and will soon start to decline because of the one child policy).
- Democracy (as it has resulted in capitalism and private enterprise, which is innovative).

However, examiners should note that candidates do not have to use the above words to achieve the mark.

(b) Summarise the main evidence used to support the argument that India's development will soon be faster than that of China. [4]

Examiners should be aware that candidates who simply copy out parts of the Document should not be credited as they are required to summarise.

Award one mark if the evidence is outlined and two if it is developed for each reason:

- In support of the importance of demography the article suggests that India has a young and growing workforce as Indira Gandhi had to abandon the policy of sterilisation. This means that the dependency ratio is low, but implies that China's will become much greater.
- In support of the importance of democracy the article suggests that democracy is responsible for the growing number of small businesses, but also the number of world class firms India possesses. As a result of democracy they do not rely on state patronage and in China the secrecy and censorship have hindered innovation. They may also mention piracy in China, which has not developed in India.

Some candidates may refer to the economic statistics, which is acceptable, but this may be difficult to develop and is likely to be worth only one mark.

If candidates do not link the material to the actual question of why India's development will be faster than China allow only one mark.

Page 3	Mark Scheme: Teachers' version	Syllabus
	GCE AS LEVEL – May/June 2012	8987

**2 How well does the reasoning work in Document 1? In your answer, you should discuss both the strengths and weaknesses of Document 1.**

Responses should focus on both the strengths and weaknesses of the reasoning put forward in Document 1.

- Level 3: in order to achieve this level, candidates must consider both the strengths and weaknesses and should reach a judgement.
- Level 2: there is likely to be imbalance, with most of the answer focusing on the weakness of the reasoning, 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.
- 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>Level 3 8–10 marks</b>	<p>Sustained evaluation of strengths and weaknesses of reasoning and evidence, critical assessment with explicit reference to flaws and counter argument.</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 4–7 marks</b>	<p>Some evaluation of strengths and/or weaknesses of reasoning and evidence, but evaluation may focus on one aspect; assessment of flaws may be limited.</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 the analysis.</p>
<b>Level 1 1–3 marks</b>	<p>Little or no evaluation of strengths and/or weaknesses, although flaws etc. may be identified.</p> <p>Level of communication is limited, response may be cursory or descriptive; communication does not deal with complex subject matter.</p>

<b>Page 4</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>
	<b>GCE AS LEVEL – May/June 2012</b>	<b>8987</b>

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 of the reasoning

Some candidates might comment on the nature of the source, that *The Economist* is a respected journal and would have no reason to put forward a limited view. Some might go on to argue that the argument is balanced and that the author does acknowledge weaknesses in the development of India. This might include reference to the government's recognition of the need to deal with the infrastructure problems and the corruption within the country. There might be some suggestion that the argument is supported by evidence, such as the importance of abandoning the sterilisation policy, the dependency ratio and the booming economy. (However some might argue that the evidence used is rather general and lacks precise statistical support.)

#### Weaknesses of the reasoning

Some might argue, as suggested above, that the evidence used to support the argument is very general and lacks precise statistical support. The comment about the dependency ratio has no figures to support the claim that it is one of the best in the world. It is the same when it claims the economy is booming or there are thriving small businesses. There is no evidence the firms shun China and go to India. Much of the argument is based on assertion. Some might suggest that the argument is based on speculation and that much of the evidence provided suggests that China is the growing power and that the argument relies on comments such as 'some economists think.'

Page 5	Mark Scheme: Teachers' version	Syllabus
	GCE AS LEVEL – May/June 2012	8987

3 To what extent do Documents 1 and 2 support the view that India's social and economic progress has been exaggerated?

In your answer you should consider both the evidence and reasoning used in the Documents. [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 or support 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.

- Level 3: candidates will reach a sustained judgement about whether the Documents support the view that India's social and economic progress has been exaggerated. In order to do this, they will have covered a significant range of issues, and evaluated them clearly.
- Level 2: there will be some evaluation and comparison, but it will be either poorly developed or limited in the areas covered.
- Level 1: there will be very little comparison of the Documents, or evaluation, and candidates may simply describe the Documents or identify areas of similarity and difference, with little link to the question as to whether India's social and economic progress has been exaggerated.

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

<b>Page 6</b>	<b>Mark Scheme: Teachers' version</b>	<b>Syllabus</b>
	<b>GCE AS LEVEL – May/June 2012</b>	<b>8987</b>

No set answer is expected and examiners should be flexible in their approach.

Both Documents believe that India is emerging as a major power and should no longer be seen as a second rate power. Both Documents draw parallels with China and both suggest, for different reasons, that India can successfully challenge the position of China. The two Documents do offer different reasons why India can emerge as a major power, Document one suggests demographic and political reasons, whilst Document 2 agrees with these factors, it adds a further reason, namely the willingness of Western powers to allow or want it to happen and the link to India's nuclear power. It might also be argued that Document 2 provides more specific examples to support some of the generalised points made in Document 1. It gives examples of the economic development, with reference to IT and call-centres.

However, some may argue that neither Document provides detailed statistical evidence to support the claims that are made and candidates might make reference to some of the unsupported claims. It might be suggested that Document 1 relies heavily on assumptions, whereas Document 2 is also based on many sweeping generalisations.

Some might argue that both Documents provide evidence that India's social and economic progress has been exaggerated. Document 1 mentions the failings over the Delhi commonwealth Games, whilst Document 2 has evidence of illiteracy, education, health care and even the reliance on a village-based economy.

There might be some consideration of the origin of the sources. Some may suggest that the author of Document 2, having been based in India would have a good understanding of developments, particularly given the paper he works for and his background. At the same time, *The Economist* is a respected journal and would therefore be unlikely to put forward a view that lacked credence. It might even be suggested that as an academic journal it should be given greater credence. Neither uses emotive language to try and convince, although Document 1 does start in dramatic fashion by describing many of the problems that were witnessed before the opening of the Commonwealth Games. The reasoning may also be strengthened as both Documents consider counter-arguments.