

Example Candidate Responses

Cambridge
International
AS & A Level

Cambridge International AS Global Perspectives and Research

9239

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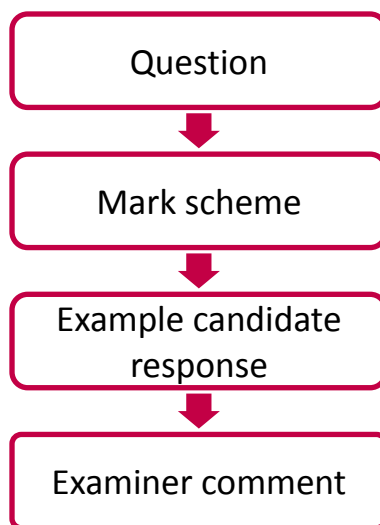
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Introduction

The main aim of this booklet is to exemplify standards for those teaching Cambridge International AS Global Perspectives and Research (9239), and to show how different levels of candidates' performance relate to the subject's curriculum and assessment objectives.

In this booklet candidate responses have been chosen to exemplify a range of answers. Each response is accompanied by a brief commentary explaining the strengths and weaknesses of the answers.

For ease of reference the following format for each component has been adopted:



Each question is followed by an extract of the mark scheme used by examiners. This, in turn, is followed by examples of marked candidate responses, each with an examiner comment on performance. Comments are given to indicate where and why marks were awarded, and how additional marks could have been obtained. In this way, it is possible to understand what candidates have done to gain their marks and what they still have to do to improve their marks.

This document illustrates the standard of candidate work for those parts of the assessment which help teachers assess what is required to achieve marks beyond what should be clear from the mark scheme. Some question types where the answer is clear from the mark scheme, such as short answers and multiple choice, have therefore been omitted.

Past papers, Examiner Reports and other teacher support materials are available on Teacher Support at <https://teachers.cie.org.uk>

Assessment at a glance

For Cambridge International AS Level Global Perspectives & Research, candidates take **three** compulsory components: Written Examination; Essay; Team Project. All candidates are eligible for grades A to E.

All three components are **externally assessed**.

Component	Weighting
<p>Component 1 Written Examination 1 hour 30 minutes</p> <p>Written examination consisting of compulsory questions based on sources provided with the examination paper.</p> <p>Candidates analyse and evaluate arguments, interrogate evidence and compare perspectives on global issues listed in the syllabus.</p> <p>30 marks</p>	30%
<p>Component 2 Essay</p> <p>Candidates explore different perspectives on issues of global significance arising from their studies during the course and write an essay based on their research. The essay title is devised by candidates themselves.</p> <p>The essay must be between 1750 and 2000 words and written in continuous prose.</p> <p>35 marks</p>	35%
<p>Component 3 Team Project</p> <p>Candidates work in teams to identify a local problem which has global relevance. Individual team members research the issue and suggest solutions to the problem based on their research findings. Teams work together to agree a set of proposed <i>team solutions</i> to the problem.</p> <p>While the focus of the task is on team work, each candidate within a team prepares two pieces of work for individual submission. These are:</p> <p>Presentation</p> <p>Each candidate presents an eight-minute live presentation of their individual research and proposed solutions to the problem. Team presentations are not permitted. (25 marks)</p> <p>Reflective Paper</p> <p>Each candidate explains these team solutions in an individual 800-word reflective paper. (10 marks)</p> <p>35 marks in total</p>	35%

Teachers are reminded that the latest syllabus is available on our public website at www.cie.org.uk and Teacher Support at <https://teachers.cie.org.uk>

Paper 1 – Written examination

Question 1

1 Study Document 1.

- (a) Identify **two** ways from Document 1 in which the food and diet industry suggests that people can control their own weight. [2]
- (b) Explain why, according to the author, each of these two ways will not work. [4]

Resource Booklet is available at Teacher Support Site
<https://teachers.cie.org.uk/>

Mark scheme

Question 1

Study Document 1.

- (a) Identify **two** ways from Document 1 in which the food and diet industry suggests that people can control their own weight. [2]

Examiners should be aware that candidates are asked only to identify ways and not explain or evaluate them. Therefore they should not expect lengthy responses. Candidates are not expected to put the ways into their own words and may simply copy the ways from the Document; however examiners should ensure that all the ways given in the response are taken from Document 1.

Credit 1 mark for a correct version of the following, up to two marks:

- **Moderation** in food intake/eat less
- More **exercise**/run and cycle more
- Through **diet drinks** consumption

Accept moderation, exercise and diet drink on their own as separate ways.

The question asks for **two** ways so if a candidate develops one way they can only score a maximum of one mark.

Exemplar 2 mark response:

Moderation and exercise

Exemplar 1 mark response:

Moderation

Mark scheme, continued

(b) Explain why, according to the author, each of these two ways will not work. [4]

Examiners should be aware that this question carries only 4 marks and should not expect a lengthy answer.

Credit up to 4 marks for two correct explanations.

Credit 1 mark each for a partial explanation and a 2nd mark if this is fully explained.

Examples of full explanations (credit 2 marks each):

- Moderation of food intake isn't possible because industrial [processed/fast] foods contain sugar, fat and salt which are biologically addictive.
- Exercising more has a limited effect because so much exercise is required to compensate for a poor diet.
- Diet drinks can actually lead to increased weight gains as they may cause people to eat more and have a slower metabolism.

Examples of partial explanations (credit 1 mark each up to a maximum of 2):

- Industrial foods are addictive
- Exercise has a limited effect
- Drinks can lead to weight gain

Example candidate response – high

i	a	The food and diet industry suggests that the two ways people can control their own weight is by through moderation and exercising.
1	b	Moderation is nearly impossible because the foods that are most pleasing to the taste buds are biologically addictive. The Everyday, industrial food-filled meals contain "processed sugars, fats, salt, and chemicals" which drive overeating. The Next, the amount of exercise it requires to burn off the processed foods and sugary drinks is insanely unproportional. It would require walking 4.5 miles to burn off <u>ONE</u> 20oz soda and run 4 miles a day for an entire week to cancel out one supersized meal. This proves "you can't exercise your way out of a bad diet!"

Examiner comment – high

In part (a) the candidate correctly and succinctly identified exercise and moderation as two ways the author suggests people can control their own weight.

In part (b) the candidate explained and developed the two points identified in part (a). A successful blend of selective quotations from Document 1 and personal reflection gave a clear answer. For exercise, the candidate explained the amount needed was excessively high supported by the need to walk 4.5 miles to burn off a large sugary drink. For moderation, the link was made between industrial foods containing sugar, salts and fats being addictive and so driving overeating.

Overall, the candidate addressed all aspects of the question in a clear, concise and supported way.

Mark awarded for part (a) = 2 out of 2

Mark awarded for part (b) = 4 out of 4

Total mark awarded = 6 out of 6

Example candidate response – middle

1	a	One way: Document 1 states, "The food and diet industry would have us believe that controlling our weight is about moderation." Second way: Document 1 states, "The food and diet industry pushes the use of exercise."
1	b	According to the author of Document 1, moderation and exercise will not work in controlling one's body weight. Dr. Hyman includes the component of sweetened drinks in one's caloric intake, which is 15%. Due to the fact that it requires at least 4.5 miles to burn off one can of soda, exercise will not work. The combination of soda and supersize meals will make it harder to control the weight. Additionally, Dr. Hyman opposes the idea of moderation with addiction. The human body is naturally addictive to substances found in sodas and also fat and salt. It is very difficult to moderate the intake of such substances because of the addiction it places on the body's metabolism.

Examiner comment – middle

In part (a) the candidate correctly identified exercise and moderation as two ways the author suggests people can control their own weight. The direct quotations from Document 1 are acceptable as the question asks the candidate to identify two ways.

In part (b) the candidate quotes information from Document 1 highlighting the amount of exercise needed. The simple quotation that "it requires 4.5 miles to burn off a can of soda" showed understanding and could have been developed to explain why this would be too much for most people to do. For moderation, links were made to the addictive nature of substances in some drinks and that of fat and salts. The difficulty in moderating intake because of this addiction was recognised showing a development of the initial statement.

Mark awarded for part (a) = 2 out of 2

Mark awarded for part (b) = 3 out of 4

Total mark awarded = 5 out of 6

Example candidate response – low

1	a	Two ways from document 1 in which the food and diet industry suggests that people can control their own weight are exercise and moderation.
1	b	According to the author, these two ways will not work. Exercise will not work because to burn off one 20 ounce soda, you would have to run 4.5 miles and to work off a supersize meal, you would have to run run 4 miles a day for one week. Moderation won't work either according to the author because humans are "programmed to like sweet, salt, and fat tastes and those slick combinations of sugar, fat and salt in junk in processed food have hijacked our taste buds, our brain chemistry, and our metabolism."

Examiner comment – low

In part (a) the candidate concisely identified exercise and moderation as two ways that the food industry stated in Document 1 that people can control their own weight.

In part (b) the candidate focused on the information in Document 1 and selected appropriate quotes that showed partial explanation of why the ways identified in part (a) would not work. Each aspect would have benefitted from some personal reflection to clarify further. For moderation, adding an explanation that addiction would not stop people cutting back would have enhanced the answer. For exercise, emphasising the excessive amounts needed would also have been beneficial.

Mark awarded for part (a) = 2 out of 2

Mark awarded for part (b) = 2 out of 4

Total mark awarded = 4 out of 6

Question 2

2 Study Document 1.

How convincing is the evidence used in Document 1 against the claims made by the food and diet industry?

In your answer you should consider the strengths and weaknesses of the evidence. [10]

Mark scheme

Use the levels based marking grid below and the indicative content to credit marks.

Level 3 8-10 marks	<ul style="list-style-type: none"> • Both strengths and weakness of evidence are assessed. • Assessment of evidence is sustained and a judgement is reached. • Assessment explicitly includes the impact of specific evidence upon the claims made. • Communication is highly effective - explanation and reasoning accurate and clearly expressed.
Level 2 4-7 marks	<ul style="list-style-type: none"> • Answers focus more on either strengths or weakness of evidence, although both are present. • Assessment identifies strength or weakness of evidence with little explanation. • Assessment of evidence is relevant but generalised, not always linked to specific evidence or specific claims. • Communication is accurate - explanation and reasoning is limited, but clearly expressed.
Level 1 1-3 marks	<ul style="list-style-type: none"> • 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 where there is no creditable material.

Indicative content:

No set answer is expected and examiners should be flexible in their approach. Candidates are likely to include some of the following:

Strengths:

Study on diet drinks

- credibility of experiment - possible authority as reported in American Journal of Clinical Nutrition

Mark scheme, continued

- breadth of support – claimed supported by many other studies
- wide timescale - 14yr period of the study
- large sample size - 66,118

All give support to the author's claim that diet drinks lead to weight gain and addiction.

Evidence on exercise

- plausible – figures given seem to be reasonable
This supports the author's claim that exercise cannot counter bad diet.

Research study on addiction

- Relevant example – the experiment used two potentially addictive substances
- This supports the author's claim about the addictive qualities of sweeteners.

Weaknesses:

Study on diet drinks

- assertion - other supporting studies not cited
- generalisation -questionable transferability of:
 - age, of experiment results from adults to children
 - gender, of experiment results from females to males
 - species, of experiment results from rats to humans
 - culture, of experiment results from American females (if area published study reflected participants) to less urbanised areas
- selectivity (could be expressed as limited options):
- diet drinks limited to those that use sweeteners – other diet drinks reducing sugar content rather than replacing it with sweeteners wouldn't be addictive or sweeter.

All weaken the support for the author's claim that diet drinks lead to weight gain and addiction.

Evidence on exercise

- assertion – source of evidence is not cited
- selectivity (could be expressed as limited options)

Mark scheme, continued

- exercise limited to walking - other exercise might be more effective in burning off bad diet.

These weaken the support for the author's claim that exercise cannot counter bad diet.

Research study on addiction

- assertion – source of study is not cited
- generalisation - questionable species transferability - of experiment results from rats to humans
- emotive language – the word 'culprit' could evoke fear rather than reason to support the claim. The use of the emotive term 'food terrorism' may distract from the quality of evidence provided elsewhere.
- conflation – the experiment used sweeteners but the claim is about the addictiveness of sugar

These weaken the support for the author's claim about the addictive qualities of sweeteners.

Example candidate response – high

2	<p>The evidence presented in Document 4 are relatively strong ^{to an extent} in order to refute ^{undermine} claims made by food and diet industry.</p>
	<p>The author, Dr. Mark Hyman, include two major evidence in supporting his argument. For instance, he presents a fourteen-year study in in order to refute the promotion of diet or low-calorie drinks by beverage companies. This study is fourteen years long, which give the researchers ^{researchers} ample amount of time to organize statistics, evaluate results, and can come up with a reliable conclusion. The st sample size is '6,66,118 women', which is a relatively large sample size. The fact that the sample size is large and the year span of study is wide increases it the credibility</p>

Example candidate response – high, continued

	<p>of the evidence; therefore, strengthening Dr. Hyman's argument. However, with the sample size is only focused on one gender: women. This weakens the evidence impact on the argument because it limits the scope of the to only one gender. There might be some physiological differences, regarding metabolism, that between genders that might explain results; thus, this makes it misrepresentative on a gender level. Although it might be misrepresentative, the study includes quotes of numbers/results and the methodology of study. For instance, the author quotes how women had a "66% increased risk" of diabetes after long periods of intake of 20-ounce sodas. This is significant because it undermines the food-diet industry claim on 'healthy low-calorie drinks.' This quote is matched and complimented by the statements of "Women drank diet sodas drank twice as much." The statement arises another claim, in which the diet drinks increase intake amounts. The author successfully undermines the moderation argument, increasing the strength of the evidence. It is also qualified by animal studies, which too showed addiction and 14% increase of body fat in two weeks. The fact that the study is qualified by experimental research increases the credibility and strengthening the basis of deductive conclusion. The evidence also pose some flaws at. For instance, how would one measure metabolism if it is in a cellular and molecular level. Also, rats ^{this} they only tested between diet at drinks the decrease of metabolism of these animals, therefore weakening the strength. Nevertheless, despite minor flaws, the evidence presented in Paragraph 3 is fully qualified, credible, and significant in undermining the food-diet industry claims.</p> <p>Another evidence is presented in paragraph 6, where Dr. Hyman presents another experimental study. However, this study is more detailed on the qualification of addictive sweets. The animal's tested was rats and they were deleter more addictive to the the sweets than cocaine.</p>
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Example candidate response – high, continued

		The results is significant because it undermined moderation argument, strengthening the evidence. However, it does not consider the plausible explanation of the rats attracted to the aroma of the sweets. This decreases and weakens the strength due to the other plausible explanation for results. Therefore study is relatively misrepresentative, but significant in Hyman's argument. Both evidences are also sourced by credible researchers, such as the American Journal of Clinical Nutrition. This sources poses the expertise and reputation in knowing what they are testing. Consequently, it bolsters the argument and strengthens the evidence.
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Examiner comment – high

The key part of the question is “How convincing is the evidence....”. The candidate clearly understood the term evidence and concentrated on this aspect throughout giving a good balance of its strengths and weaknesses. When looking at the reliability of the evidence concerning diet drinks the candidate successfully developed the basic statements of “a fourteen year study” and “66188 women” to explain the strength of the research practice in terms of the length and sample size. The candidate took this to a higher level by recognising the weakness of only studying one gender and how this lacked cross-referencing to men. This could have been enhanced by recognising that results based on rats may not have applied equally to humans. The continued use of data quoted from the document was helpful (animals showing a 14% increase in body fat). The final section identified a credible source of evidence and gave a clear judgment as to the strength of the evidence.

Total mark awarded = 7 out of 10

Example candidate response – middle

2	<p>The evidence used in document 1 was not convincing to at all. When looking at the strengths and the weaknesses, there are more weaknesses. Some weaknesses I found included the study with women and the study with the rats. For the study with the women, the study was only based on findings from females, only being applicable to the female population rather than being valid for the entire male/female population. Another weakness was that he used evidence from a study</p>
	<p>with rats when discussing a human issue. By trying to use a study on rats, he is unable to generalize the findings to the human population. A strength that I found was that the first piece of evidence about the study on women was that it was carried out over a 14 year period which gives more pieces of evidence. Another strength to the evidence was that it gave a shock factor, making it easier for the participants to be swayed. When reading it. By using only women and animals for research, the evidence given is not convincing for the readers.</p>

Examiner comment – middle

The candidate gave a concise answer that concentrated on the evidence. Reference to the length of the study and being based only on women was clearly made. Although no data was quoted to support these statements, the candidate explained the weakness of an outcome that did not include men and did not recognise the limitations of conclusions based on rats. The use of selective quotes from the document, analysis of the credibility and origin of the data, and a conclusion or judgement would have enhanced the answer.

Total mark awarded = 5 out of 10

Example candidate response – low

2	<p>The argument is very convincing as they gave examples as to giving research studies to back up their claims. However some areas are lacking support for their claim like the claim of having to walk 4.5 miles away to burn off the calories of a sugar filled soda, why is it going to take 4.5 miles to burn? Does that statistic apply to everyone? With saying that, there is the lacking support for a general study of people to provide support as a typical response. The women's experiment was good but what about the men? There</p>
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	<p>is no correspondence as to their body reaction toward these artificial sweeteners. The argument is written in first person and uses emotive language to capture the reader's eyes. The author uses phrases like "hijacked our taste buds." and "held hostage by the food industry..." to make a negative connection toward the food industry. The author makes claims but has no warrants as to the reasoning behind the problem. The author does however puts a lot of research and evidence onto the face that these foods cause weight gain and that is the only convincing argument out of the entire article. The conclusion only gives a vague alternative to fight the the industry.</p>
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Examiner comment – low

The first part of the answer basically addresses the soft drinks evidence and includes some quoted data from the document. The candidate has identified and questioned the credibility of the all-female data with the quote "... but what about the men". The assessment of the evidence was simplistic and would have benefited from wider analysis of the origins and credibility of the evidence used. For example recognition that the author only gave one source of evidence would have enhanced the analysis. The second part of the answer ("The argument is written in the first person...") moves from evidence to argument which deviated from the question. It is important that the candidate carefully reads and understands the requirements of the trigger [command] words (in this case: "How convincing" and "evidence") in the question.

Total mark awarded = 3 out of 10

Question 3

3 Study Documents 1 and 2.

To what extent is the author's argument in Document 2 stronger than the author's argument in Document 1? [14]

Mark scheme

Use the levels based marking grid below and the indicative content to credit marks.

<p>Level 3 10-14 marks</p>	<ul style="list-style-type: none"> • The judgement about relative strength 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.
<p>Level 2 5-9 marks</p>	<ul style="list-style-type: none"> • Judgement about relative strength 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.
<p>Level 1 1-4 marks</p>	<ul style="list-style-type: none"> • Judgement, if present, is unsupported or superficial. • Alternative perspectives have little or no assessment • Evaluation, if any, is simplistic. 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 where there is no creditable material.

Indicative Content:

No set answer is expected and examiners should be flexible in their approach. Answers should go beyond a simple comparison of the content of the two Documents and look to

Mark scheme, continued

evaluate a range of issues if they want to access the higher levels. In order to assess which argument is stronger candidates should consider not only the content of the Documents, but critically assess the arguments and views put forward through a consideration of issues such as the nature of the passages, purpose and language. Responses are likely to cover issues such as the reliability of the Documents, by looking at their origin/source.

Candidates should critically assess perspectives and the use of examples and evidence in order to reach a judgement. In doing this they might conclude that there is less balance and less evidence in Chan's argument, making it slightly weaker. Alternatively, they might conclude that overall, although from slightly different perspectives and with different strengths and weaknesses these balance, making the arguments of similar strength. However, credit should be given to an alternative judgement on the basis of the assessment and reasoning.

Use the levels based marking grid to credit marks.

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

Candidates may include some of the following:

Doc 2 Stronger:

- more academic in tone - Chan's argument avoids the more emotive language of Hyman's, relying more on accepted global and historical context to persuade.
- stronger historical perspective - use of similar propaganda effects in the tobacco and alcohol industries influencing policies gives greater historical weight and context to Chan's argument.
- stronger authoritative perspective - Chan uses 'UN Political Declaration on NCDs' to give weight and context to the argument.
- greater credibility - as co-director of an international health conference addressing a global conference brings more authority and expertise to the argument than Hyman's arguing from a more personal perspective.
- stronger root cause perspective - tackling the problem of food manufacturers' propaganda at its source addresses the root cause of the problem, which could be stronger than raising personal awareness of food issues.

Doc 2 Weaker:

- less use of evidence - Chan's argument refers to self-evident situations rather than using the depth of research and studies of Hyman's argument.
- greater use of assertion - Chan's argument uses accepted situations to support her argument rather than using persuasive research, as in Hyman's argument.
- less reference to counter argument - Chan's argument does not refer to the arguments of the food manufacturers, whereas Hyman gives the reasoning of Coca Cola, making it slightly more balanced.

Mark scheme, continued

- perhaps stronger vested interest - as director-general of WHO, Chan has a motive to promote their ideas and those of the publication of the co-host 'Health in all policies,' in contrast with Hyman's motive to inform the public, although the latter may be advancing the ideas of his own publications.

Neither stronger nor weaker:

- similar credibility - both authors are credible in terms of international positions and work - Chan as Director general of WHO and Hyman as a practising physician and international leader in health issues.
- both reasoned arguments - both are clearly argued with an overall conclusion leaving the reader in no doubt of what they want to persuade – Chan to protect health policies 'from distortion by commercial or vested interests' and Hyman for the public to eat 'unprocessed food'.
- both use example - both arguments are made clearer through examples, Hyman using Coca Cola promotions and Chan referring to industry propaganda arguments.
- similar perspectives - both argue against food manufacturers, although from different perspectives, Chan at the health policy level and Hyman at the level of personal responsibility, which are consistent with each other.

Example candidate response – high

3	<p>Document 2 creates a much stronger global connection than Document 1. While Document 1 cites an American study for evidence, the UN is cited in Document 2 and both issues with developed and developing countries are addressed. Additionally, the solution provided in Document 2 is much clearer. Document 2's soot solution is that "the formulation of health policies must be protected from distortion by commercial or vested interests." It implies that as people become more aware of the tactics being used to distort these policies, they will</p>
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Example candidate response – high, continued

these tactics will: ~~becomes~~ become less effective. ~~Additionally,~~ Also, reference to a Finnish book that connects globally with policy options is made, which also leads to a stronger solution. However, Document 1's solution of "stop eating junk and sugar" is vague and unrealistic. After previously ~~saying~~ stating that these foods are addictive, the author tells the reader to simply stop ~~eat~~ ^{eat} ~~them.~~ ^{Also, considering} ~~the consideration~~ that socioeconomic status plays a role in these types of decisions was not mentioned. Usually, unhealthier foods are cheaper, so poorer families may not be able to afford eating better foods.

One factor that makes Document 2 weaker than Document 1 is that it does not cite as much numerical data. Numbers are appealing and help get points ^{across} ~~across~~ effectively but the only data mentioned is that "diabetes consumes 15% of the total health budget" in some countries. Many more statistics and studies are used in Document 1. However, it should be ~~considered~~ ^{noted} that Document 2 was presented vocally and listing a bunch of statistics is not the most effective way to present ~~information~~. Another factor that could be considered a weakness of Document 2 is that ~~it~~ it doesn't make as much of an emotional connection as Document 1. However, it could be argued that Document 1's use of connective language actually makes it sound like a piece of propaganda, which is what is being argued against in the ~~document~~ document.

Due to its global nature and clearer solution,

Example candidate response – high, continued

		the argument presented in Document 2 was
		stronger than Document 1. Though both were
		strong arguments put by credible authors,
		Document 1 has a risk of sounding too dramatic
		and westernized, as well as being accompanied
		by a too difficult solution.

Examiner comment – high

The candidate showed a clear understanding of the term “argument” in the question and evaluated and explained the differences and similarities of the two documents. Taking the approach of evaluating aspects of the argument for each document step by step was successful and taken significantly beyond just direct comparison. The opening paragraph relates directly to the wider global perspectives found in Document 2 which sets up the subsequent argument very well. Short, focused quotations from the documents were used to illustrate the points made; this was a particular strength. There was appropriate evaluation of the reasons for a lack of data and statistics in Document 2 compared to Document 1. The candidate recognised that Document 2 was the transcript of a speech while Document 1 was described as “propaganda”. The style of the argument and the language used is relevant to this question. The candidate’s opinion was given in the final summary with some justification given. In this case there was no direct evaluation of the credibility and source of the documents; this would have provided a stronger context for the answer. The candidate identified the differences in solutions put forward by the two authors as part of the introduction. More detailed reference to this as part of the justification of the relative strengths would have enhanced the answer.

Total mark awarded = 10 out of 14

Example candidate response – middle

3	<p>The author in document 1 may not include any formidable solution, but the author of document 2 addresses solutions further. Document 2 goes further than only addressing the health</p>
	<p>of individuals, they look at the political and economic perspectives as well which helps to make the argument stronger than the one in document 1. The author of document 2 states "costs of these diseases can easily cancel out the benefits of economic gain." The author is underlying that treatment costs and medical bills to keep up with the growing numbers of those fighting with diabetes and obesity are getting so high that economies are losing more money than they can compensate for. The author of document 2 takes a political perspective when they state that government actions in food production and health is seen as "interference in personal liberties and free choice." Document 2 is stating that involving the government, as many people promote should happen, can become a hassle, as others fight for their amendment rights so they cannot easily solve the problem. The author of document 2 including these multiple perspectives allows more information and strengthens what is being stated. Document 2 attempts to make the article global, unlike document 1 which rants about attacks on all and no specific place. Addressing Finland in the speech can seem global, but since the speech is done in Finland it is not. Although, the author does include information from Finland's "Health in All Policies" when Chan talks of "suggested regulations" that it includes. For the most part, document 2 is very vague when attempting to be global as it states no specific places, only "some countries", "richest countries," and "the developing world." This may be very vague in resource but</p>

Example candidate response – middle, continued

giving that their are examples from many places
 strengthens what is said. Both documents are
 slightly informal, but since document 2 is a
 speech that is already expected. Document 1
 could have been edited in formality but document
 2 could not. Both documents do include reliable
 sources, document 1 having "American Journal
 of Clinical Nutrition" and document 2 having
 "United Nations Political Declaration on NCDs."
 Both authors are part of health industries and
 organizations so they have the credibility to talk.
 Both articles include inaccurate statistics that
 have been rounded to the nearest fifth, but
 in statistics in general, document 1 provided more
 statistics to help his argument. Document 2
 provides a wide array of facts that benefits
 the argument instead of only attacking the other
 side. Document 1 addresses how industries are
 not doing enough to help with health, but
 document 2 goes further by providing why. It
 states that "business interests" are in making
 money, and not in promoting health. If they tell
 people not to eat their products, they hurt their
 business so instead they promote them with
 vague ~~warning~~ warning. ~~from~~ Document 2 addressing
 this fact really helps the argument. The article
 goes into business beliefs instead of primarily
 attacking it like section document 1. Both
 documents address that it is not a person's
 fault for loving unhealthy food, but unlike
 document 1 whom states that there is not much
 that can be done, document 2 addresses the
 problem that in a political sense, no one is

Example candidate response – middle, continued

		is willing "to take on big business". Each document
		has its limitations, such as document 2's use
		of emotive language in "costly, deadly, and
		demanding diseases" which helps sway the
		beliefs to the arguer's side, Document 2 can
		still be seen as stronger as it includes more
		perspectives, facts, attempts to be global, and does
		not only attack those with other beliefs.

Examiner comment – middle

The candidate shows a clear understanding of the term "argument" in the question and completed some evaluation of the points put forward by each author. It is recognised that Document 2 looks more widely at political, economic and global perspectives and the candidate provides extended quotes or references to support this. The comparison with Document 1 is limited to the idea of it being a rant about all companies and areas. Developing an evaluative comparison between this aspect in the two documents would have significantly enhanced the answer. There is appropriate and extensive reference to some of the sources of the evidence and the quality of the data used showing good interpretative skills. Evaluating the differences rather than stating them would have significantly enhanced the answer. The summary provides a good justification for the strength of Document 2 and a passing reference to the weakness of Document 1. Overall, a more balanced approach to the two documents would have helped evaluate their relative strengths.

Total mark awarded = 7 out of 14

Example candidate response – low

3	<p>"Document 2 is stronger than document 1." This statement can be supported by the fact that Document 2 unlike document 1 does state the sources in which she used, and all of the sources were in fact credible. Also the ideal that she was speaking directly to one of her sources, thus the personal licence aspect could not be taken into effect. However this was in fact a speech given to many people at an event that would all support the same side, so this fact may skew the ideals she as an individual might have if she were not speaking to a biased audience. → → → → (Back)</p>
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Example candidate response – low, continued

36	<p>Additionally, document 2 does elaborate on the counter argument a little bit more, then directly negates its claims much more intensely than Document 1 has. Also the idea that the document 2 does as well discuss the topic at hand in many different lightings. However it can be said that document 1 is stronger because they do infact have many more statistics then document 2. And the fact that the author of document 1 is writing what he has found and believes in, as a journalist and current student. Still learning. However in some ways the two documents where very similar. For example they were both international, and used global examples. Also the both did recognize a counter argument. They both had four supporting arguments to their side, which held facts and statistics. Also both authors obtain the title Dr. which shows a high level of education and knowledge, making both of these sources credible. However if I where to chose, I would say the second document made me believe their side of the argument more. Due to the emense credibility of sources, and the level of education of the speaker.</p>
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Examiner comment – low

There is some understanding of the idea of argument. The candidate is able to identify and state indicators that support the strength of argument, e.g. the fact that Document 2 is a speech, Document 2 has a counter-argument, and Document 1 uses more statistics. There is also a hint towards the more global significance of Document 2. Both documents are assessed as credible as they are written by doctors. These statements give an indication of the argument but greater development, explanation and evaluation of the differences would have significantly enhanced the answer. The final summary relies on unsupported assertion rather than evaluation to justify the greater strength of Document 2.

Total mark awarded = 5 out of 14

Paper 2 – Essay

Candidates explore different perspectives on issues of global significance arising from their studies during the course and write an essay based on their research.

The essay title is devised by candidates themselves.

The essay must be between 1750 and 2000 words and written in continuous prose.

Mark scheme

Level 5	Marks 29–35	<p>The essay shows:</p> <ul style="list-style-type: none"> • Excellent communication skills and is clearly and engagingly written and structured. Citation and referencing of sources are full, effective and correctly structured. • Relevant and credible sources of evidence used which are full, detailed and globally contrasting to support full and effective judgements. • Analysis of the sources shows a full understanding of their arguments and structure. Critical evaluation of the sources across a wide range of criteria such as: nature, strengths, weaknesses, implications and reasoning. • Research of two or more globally contrasting perspectives showing balance and empathy for their positions. • Full, detailed and globally contrasting perspectives used to support full and effective judgements. • Analysis of perspectives shows a complex and full understanding of their arguments and structure. Critical evaluation of these perspectives across a wide range of criteria such as: nature, strengths, weaknesses, implications and reasoning. • A full, supported, balanced and reflective conclusion, showing reflection through an evaluative understanding of the impact of alternative perspectives and conclusions on the personal standpoint. It identifies accurately the need for further research.
Level 4	Marks 22–28	<p>The essay shows:</p> <ul style="list-style-type: none"> • Very good communication skills and is clearly written and structured. Citation and referencing of sources are effective and correctly structured. • Relevant and credible sources of evidence used which are detailed and globally contrasting to support effective judgements. • Analysis of the sources shows a very good understanding of their arguments and structure. Critical evaluation of the sources across criteria such as: nature, strengths, weaknesses, implications and reasoning. • Research of two globally contrasting perspectives, showing balance and some empathy for their positions. • Detailed and globally contrasting perspectives used to support effective judgements. • Analysis of perspectives shows a very good understanding of their arguments and structure. These perspectives are critically evaluated across criteria such as: nature, strengths, weaknesses, implications and reasoning. • A supported and reflective conclusion, showing reflection through an evaluative understanding of the impact of alternative perspectives and conclusions on the personal standpoint. It is likely to identify the need for further research.
Level 3	Marks 15–21	<p>The essay shows:</p> <ul style="list-style-type: none"> • Good communication skills and is clearly written with some structure. Citation and referencing of sources are present but may not be complete. • Relevant and credible sources of evidence used which are contrasting and used to support judgement/s. • Analysis of the sources shows a good understanding of their arguments and structure. Evaluation of the sources across some criteria, although the treatment of these will be either narrow or uneven in depth. • Research of two globally contrasting perspectives, showing some empathy for their positions. • Globally contrasting perspectives to support some global judgement/s. • Analysis of perspectives shows a good understanding of their arguments and structure. These perspectives are evaluated across some criteria, although the treatment of these will be either narrow or uneven in depth. • A supported conclusion, showing an element of reflection on the impact of alternative perspectives and conclusions on the personal standpoint. It may attempt to identify the need for further research.
Level 2	Marks 8–14	<p>The essay shows:</p> <ul style="list-style-type: none"> • Some communication skills, although clarity and structure may be uneven. Citation and referencing of sources, if present, will not be complete. • Sources of evidence used may show some contrast though any judgements lack a developed global dimension. • Analysis of the sources shows some understanding of their arguments and structure. Attempted evaluation which is assertive and undeveloped. • Research of two perspectives; showing limited empathy for positions. • Perspectives containing some contrast although any judgements lack a developed global dimension. • Attempted analysis of perspectives showing a limited understanding of their arguments and structure. Attempted evaluation will be assertive and undeveloped. • A conclusion which may not be effectively supported by the argument, and only has hints of reflection.

Example candidate response – high

Would economic development increase in countries if they focused more on gender equality?

Gender equality means all people have equal right to opportunities regardless of gender. Gender inequality is the opposite because women have fewer rights than men, opportunities are limited, and in some cases, women are treated as property. Historically, women have always had fewer rights than men. This is especially true in under developed countries. For example, in parts of the Arabic world, women are still treated the same as they were thousands of years ago. The rights women have, in the past and now, have only improved as certain levels of labor, education and political development are achieved. There are arguments that these types of development in a country and gender equality are unlikely partners. This brings us to the question, would economic development of a country increase if they focused more on gender equality?

A woman who is educated will directly affect society both economically and through the effect of her children. A woman who is educated will increase the impact her next generation will have in their country (Data Sec. of UN Women). Children who have an educated mother will have fewer siblings and will be more productive and successful in adulthood. This causes an exponential effect; a single woman getting educated will have lasting effects for an elongated amount of time through her children and her children's children and so on. An educated woman can help her child with more than an uneducated domestic housewife would have the ability to do. This could vary from helping with homework to simply encouraging her child to reach for more by setting an example from her own success.

Adding up multiple communities that are increasing the amount of women and female children who are educated will increase the total education level of the country. This increases development. A countries education level either limits them or pushes them forward. As history has shown, the more educated a country is, the better it does on its economic ranking. In a 2007 Afghanistan report, enrolment rates for women at the primary, secondary, and tertiary level were almost half that of men – 41.8 percent

Example candidate response – high, continued

for females and 73.7 percent for males (Afghanistan, Irinnews). Subsequently, their economic ranking is 174th out of 178 countries, ahead of only Burkina Faso, Mali, Sierra Leone, and Niger (Afghanistan, Irinnews). Comparatively, Sweden ranked second in the best higher education system in the world (Umea Univerity), economically ranked twenty-third (2015 Index of Economic Freedom), and not so surprisingly, ranked fourth on the global gender gap index (The Guardian). This shows that the more gender equality within a countries education system is, the more developed it tends to be.

Female education has a higher effect that male education on fertility (Duflo,2010). Educating women causes a reduction in the amount of children they will have. If girls do not have to drop out of school or are not denied schooling the rate of teen pregnancy drops significantly. This causes a reduction in the amount of dependents a country has to support, putting money back into the economy which the country has to support. But, this can only happen if women and girls receive the same amount of education as men, which means gender equality in the education system is effective and must be achieved.

The United States has seen a dramatic increase in the amount of women in the labor force since the first Equal Employment Opportunity Tabulation in the 1970's (Baig, 2013). The largest increase was between 1970 and 1980 – 4.6 percentage points – followed by 1980 to 1990 – 3.1 percentage points. However, 1990 through 2010 there was a significant slowdown. Between 1990 and 200 there was only a 1.1 percentage point increase and between 2000 and 2006-2010 there was an even smaller growth of only 0.4 percentage points (Baig, 2013). In total the women's representation the labor force has increased by a total of 9.2 percent over the last 40⁺ years. The significance of these numbers is to show that the slowing of women introduced into the labor force is correlated to the slowing of the economy in the United States. There was a distinct increase in the economic opportunity in America between 1970 and 1990 when 7.7 percent increase of the total 9.2 percent occurred. In 200-2010, where the increase of women had slowed to the remaining 1.5 percent, this new economic opportunity dropped dramatically across the country

Example candidate response – High, continued

(Tankersley and Guo, 2014). This shows that there is a direct correlation to the effectiveness of an economy and the equality of gender.

Women in management positions within the labor force are found far and few between. The percentage of females in corporate executive office positions in the Fortune 500 companies has only risen 2.8 percent from 2003 to 2013 (Luscombe, 2013). Additionally, women only hold seventeen percent of boardroom seats in the United States. Ten years ago this number was fourteen percent (Luscombe, 2013). When a company is male based, women's achievements tend not to be recognized for their success and they are then denied the opportunity to become more productive and contributory employees (Duflo, 2010). This means that companies are cutting out a significant percentage, in total, of the workforce's (outside of the established high standing female members) ideas and brain power. This is an illogical move on a company's part. In a recent study by the Journal of Applied Psychology, in which leaders effectiveness was measured, under the, although vague, term 'business', female leaders and their businesses came out on top (Bailey, 2014). A successful company is always good for a country's economy. Inequality within a company will only make it weak, leading to a negative or no effect on the economy.

The enablement of women to become leaders at any level leads to a positive change in the economy. Women who have power redistribute goods in a more progressive manner than when just their male counterparts were the decision makers on distribution (Duflo, 2010). The changes in distribution empower the lower class of people and bring them up to then begin developing alongside the rest of the nation. An example of this can be found in Jamaica. Since the female Prime Minister, Portia Simpson-Miller, has been in place, Jamaica has received its highest economic freedom score ever in 2015 (2015 Index of Economic Freedom). Jamaica has increased in five of the ten economic freedoms for two years in a row. Making it rank 48th out of 186 countries (2015 Index of Economic Freedom) proving that gender equality and a woman in power can be good for an economy.

Example candidate response – high, continued

However, there is some evidence that suggests gender equality does not have a direct effect on the economic development of a country.

Duflo suggests that both men's and women's education matters for the children's outcomes equally. This could make focusing of education equality less relevant to the development of an economy. If children's success is not heavily reliant on the mothers education, over focusing on equality could potentially be useless for a country. Although, this tends to be in under developed countries whose societies believe there needs to be a subservient member of the family, which tends to be fulfilled by the woman. Though this claim is valid and is topic for debate, it requires more evidence because it is inconclusive.

Some patterns of economic growth are premised on maintaining gender inequality (Duflo, 2010). These include gender wage gaps and support of gender discriminatory norms. Meaning that withholding gender equality, economic growth is assisted. By encouraging gender discriminatory norms in specifically higher developed countries, its citizens will indirectly help push along more women to work harder and get more jobs to try to defeat the stereotype, which in turn will put more money into the economic system. Along with this, if both mother and father worked, it could potentially lead to a negative effect on the next generation due to their absence at home (Data Sec. of UN Women, 2014). When both parents work a normal shift, it generally leaves the child home alone with no supervision paired with less support during a child's most delicate stages. This could potentially lead to undetermined, hooligan like children who do not perform well in school or at the work place in the future, lowering the effect they will have on the economy when they are older. Equality in some cases seems as if it is not a good plan. However, this can be easily solved and counter claimed. One parent taking a different shift than the other as to make it so there is at least one parent home for the child, eliminates the problem.

In Europe and South America it has become common for a national or political leader to be female. While in other parts of the world, such as America, even if a woman is given the equal

Example candidate response – high, continued

opportunity, a woman leader would be less likely to be elected against a male opponent (Duflo, 2010).

This is not a problem with the laws or policies of a country. A country can change the political system to view women as equals but they cannot change how the voting population views a woman against a man.

This makes it less plausible for a country like the U.S. to try to make policies and laws for political equality, because even if they did, legal equality does not change social equality.

Before research I believed that woman should be one hundred percent equal in all aspects for a country to increase economic development. During the course of my research I found that a country's development may or may not increase effectively is education, labor and political aspect are all focused on gender equality.

As research my opinion was all over the scale as new evidence came up. After my research was done and all of the information was formed into complete ideas, I found that I was more or less back to my original opinion.

Education equality is undoubtedly effective towards an increase in economic development, but each country needs either a lot of change or they just require a small amount. However, education equality is not nearly as important for development as equality in the labor force has come to be. Labor is more directly linked to the economy than education is and the change is more rapidly measurable. Political equality is where my opinion changed the most. It is not as easy to achieve and does not have as large of an effect as I originally thought it would. Regardless of how much legal effort is put into political equality, the social stigma against women will always put up a barrier that will deter further progress.

Although my opinion is formed more solidly now, there is still infinitely more research needed to be done to get a definitive answer.

Example candidate response – High, continued

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Examiner comment – high

Assessors mark these essays according to seven criteria. Assessors mark the essays, in the order in which these bullet points are written, broadly: communication skills; source selection and analysis of sources; empathy, analysis and globality of perspectives; conclusion including reflection. It may be seen therefore that 2/7 of the marks awarded are for the use of sources and 3/7 for the debate between the perspectives. The essay was very readable. The style was clear and accessible but not simple. There was effective use of vocabulary. There was fully-integrated and effective citation of sources and a clearly structured argument: Level 5.

- The range of sources was global in the sense of nationality and content if not nature. The essay may have been improved with the use of a source from a woman in an unequal society: these were all “professional” sources. This was not just a long bibliography: the range of sources had clearly been used: Level 4.
- Only limited space was given to the evaluation of the sources, some of which were simply quoted, but they were set against each other in order to evaluate each other’s claims. In addition some brief and pertinent points were made about their value to the argument and completeness: Level 4.
- The treatment of the perspectives showed competence in all areas. There was clarity in the perspectives, though sympathy was one-sided. The candidate was a bit too strong in the preconception that one perspective was correct to be able to do the other full justice: Level 4
- There was a clear if not complex understanding of both perspectives. The choice of sources had drawn attention to the complex nature of the argument, but this was not fully exploited in the treatment of the perspectives. This was good but not quite full: Level 4.
- The contrast was clear, though again the development of one perspective was slightly fuller than that of the other. The counter-argument was good, but it was always clear which was the candidate’s perspective, and that the other side needed more: Level 4.
- The conclusion was given Level 4/5. It was not perfect: the comment about research was “bolted on” at the end as a kind of, generic stock comment. The reflection was very impressive. The essay showed that the candidate had in the course of the study realised the complexity of the argument. It can be dangerous to choose a topic on which the candidate has strong views, in that balance and empathy are hard to attain. However, the concluding comments showed the candidate assessing the relative aspects of each perspective, and realising that the answer is not as simple as might at first seem.

Overall this was a very strong essay. It may be noted that the best essays show a full empathy for differing perspectives followed by reflection upon them to the candidate’s conclusion. This may of course come down firmly on one side and often in the best cases it does. However, the candidate should demonstrate an appreciation that there is a different way of viewing the world and that there are differences of global perspective.

Total mark awarded = 30 out of 35

This response fits with low Level 5. It meets more of the Level 5 than the Level 4 criteria and the best fit is a mark of 30.

Example candidate response – middle

To what extent would the legalization of marijuana in the United States affect other industrialized countries?

“I think people need to be educated to the fact that marijuana is not a drug. Marijuana is a flower. God put it here...” Since marijuana has been first discovered many individuals have believed what Willie Nelson has said. There has been many other people in history who believes in the benefits that marijuana has on the mind and body. Some individuals who believe this claim and has practiced this recreational activity are Snoop Dogg, Bob Marley, and Seth Rogen. Twenty three of the fifty U.S states, including the District of Columbia currently have laws legalizing marijuana in some form, whether is it for recreational purposes, or medical usage. Out of the twenty three states that has marijuana legalized, four states has legalized marijuana for recreational use. The states are Alaska, Colorado, Oregon, and Washington State. “In the state of Alaska, adults twenty one and older can now transport, buy or possess up to an ounce of marijuana and up to six plants.” “In 2012, Colorado and Washington State passed similar ballot measures legalizing marijuana in 2012.” In the state of Oregon, Oregon voters also approved and have similar measures which allows adults to possess up to an ounce of marijuana in public and eight ounces in their home, which goes in effect on July 1, 2015. On one side of the argument, you have individuals like Susan Smith Jones and Keith Stroup who believe in the legalization of marijuana and its benefits to the human population and the U.S economy. On the opposing side of the argument, you have individuals like David Kroll and Cully Stimson who believe the legalization of marijuana in the U.S. is detrimental to the states and can harmfully affect the economy. With the two sides debating over the state wide legalization of marijuana, this topic

Example candidate response – middle, continued

begs the question “To what extent would the legalization of marijuana in the United States affect other industrialized countries?”

Susan Smith Jones earned her Ph.D. and her MS. She also has worked at UCLA for 30 years teaching students, staff, and faculty. She claims that “a large number of states are ready to have marijuana decriminalized and available for recreational and/or medical usage.” She also claims that “legalizing marijuana on a federal level would provide economic benefits for the United States in the billions, precisely at a time when the federal economy needs a major boost.” Jones is biased with her argument as she only on one side of the argument, which is the benefits of marijuana. She used sources like National Organization for the Reform of Marijuana Laws (NORML) which gives her some strength in her writing. While this gives her strength, she doesn’t provide statistics from or quotes from the National Organization for the Reform of Marijuana Laws which could have made the argument stronger. She uses the Hasty Generalization fallacy when she states that “Notably, marijuana-related arrests make up a significant percentage of law enforcement actions involving drugs. The vast majority of these individuals are black and Latino, reflecting racial imbalances in the justice system — people of color are more likely to be profiled, more likely to be caught, and less likely to be able to bring an adequate defense to court.” Jones could possibly be personally attacking the black and Latinos which is the Ad Hominem fallacy. The article gains some credibility as it is in a formal tone however, she also lacks global relevance in her article. However she does provide multiple sources for all of the claims she makes in her article.

Example candidate response – middle, continued

Similarly, believing the claims made by Susan Smith Jones, is Keith Stroup. Keith Stroup graduated from Georgetown University Law Center and from the University of Illinois at Urbana–Champaign. Stroup claims that “a visit to Aspen, now that marijuana has been legalized in Colorado, provides an excellent opportunity for those from other states to see what legalization actually looks and feels like, since there are now several legal dispensaries operating in Aspen.” He also claims that “it is an empowering experience, and one that reinforces the importance of ending prohibition.” Throughout the article, Stroup doesn’t really seem to mention any statistics to make his article more credible. Also, his article seems to be only about Aspen and how it is liberating to have a state that has marijuana legal. Stroup does provide sources to strengthen the argument. While Stroup does provide sources to strengthen the argument, he fails to provide background information on the sources which makes him lose credibility in his argument. Considering the fact that Stroup is a part of the National Organization for the Reform of Marijuana Laws, and he is speaking about how the legalization of marijuana is a positive thing, this makes him biased in his writing. In the article, Stroup speaks about a seminar that was going on while being in Aspen, which is a False Analogy fallacy. He also uses informal language in his article, by stating “It reminds us all of why we do what we do, and it empowers us to go forth and fight the good fight. Being an effective lawyer means trying new theories and defenses, and not being discouraged by the fact that we are not always successful.

On the opposing side of the argument is, David Kroll. David earned a Ph.D. in pharmacology and therapeutics from the University of Florida and a B.S. in toxicology from the Philadelphia College of Pharmacy and Science, which makes him a credible for the topic. He currently is a pharmacologist, freelance science and medical writer, educator, and speaker with a

Example candidate response – middle, continued

passion for public understanding of science and medicine. Kroll claims that “among the 2,000 patients seen weekly in the emergency department of the University of Colorado Hospital in the Denver suburb of Aurora, one or two patients are seen with these responses while another 10 or 15 present with other marijuana-associated illnesses that the authors didn’t define.” When Kroll says “authors” these are his sources for his argument. Kroll also claims that “in unpublished data by the first author of the report, Andrew A. Monte, MD, the frequent use of high THC-containing marijuana products was linked to a doubling in this syndrome since recreational marijuana legalization. These patients reported severe abdominal pain, vomiting, and profuse sweating that can be relieved, paradoxically, by hot showers.” While Kroll makes a captivating argument, he does fail to speak on both sides of the argument which makes his article weaker. Kroll provides sources and he provides statistics to back up his claims. Some of the sources provided by Kroll is the Journal of the American Medical Association (JAMA).

The final source being presented and on the opposing side of this argument is Charles “Cully” Stimson. Cully graduated from the Kenyon College. Cully claims that “although overall traffic fatalities in Colorado have gone down since 2007, they went up by 100 percent for operators testing positive for marijuana—from 39 in 2007 to 78 in 2012.” He goes on to claim that “Furthermore, in 2007, those pot-positive drivers represented only 7 percent of total fatalities in Colorado, but in 2012 they represented 16 percent of total Colorado fatalities.” Cully provides various statistics to his claims, however he fails to provide sources for the article. Cully also is biased as he doesn’t speak on both sides of the article. There are some claims that Cully makes which he cannot prove because he failed to provide sources for the article. Cully doesn’t

Example candidate response – middle, continued

really make an argument considering the fact that the article is nothing but statistics about the negative effects marijuana has had on Colorado.

Overall, Susan Smith Jones had a fairly decent argument. While she does use some fallacies in her article and she doesn't provide statistics or quotes from the article, she does provide sources and they are credible. Also for every claim she has made she has a source to back it up, while he was biased in her writing. Keith Stroup didn't use any statistics and doesn't provide background knowledge on his sources, however he does provide sources for his claims and he works for the National Organization for the Reform of Marijuana Laws which gives him credibility in his writing. David Kroll doesn't speak on both sides of the argument which makes him biased, however, he does provide valid sources and statistics to back up his claims, which strengthens the argument. Also his experience and education gives him some credibility which also strengthen the article. Finally, Charles "Cully" Stimson provide statistics for his claims, however he didn't provide sources for his claims, weakening the argument. He also doesn't speak on both sides of the argument. Between the two "for" sources, the stronger person was Keith Stroup. Both Susan and Keith had many mistakes in their article, however Keith works for the National Organization for the Reform of Marijuana Laws, which makes him a more credible source than Susan. Also, Keith's article had less flaws in the article. Susan was biased, and didn't provide enough overall information on the topic. Keith also didn't provide statistics and lacked information on his sources, but the fact that he provided sources is what makes him stronger. Between the two "against" sources, the stronger person was David Kroll. The difference between David and Cully is that David actually made an article while Cully basically made a list of reasons why Colorado had problems with marijuana. Both of them are biased within their writing,

Example candidate response – middle, continued

only speaking on the negatives. However David provides sources and statistics, while Cully only provided statistics. Also, David has more experience in this topic, as he earned a degree in it, while Cully was a former US military server.

The two “for” sources and the two “against” sources balance each other out, so it makes it difficult to pick a side. Overall I am on the side that is for marijuana. It seems like the only person who doesn’t approve of the legalization of marijuana is the government. Having marijuana off of the black market and allowed to use for medical or even recreational purposes seems to be beneficial to America. A solution to this problem that I have can up with is to have a trial and error with marijuana. When I say this, I mean that the government should let marijuana legal in all fifty states for a certain amount of time and see whether or not marijuana is beneficial or detrimental. That way no opinion is in the equation, just results from the test. Another question that can be asked from this one is “To what extent does having marijuana legal in all states truly affect the United States?”

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Example candidate response – middle, continued

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Examiner comment – middle

It will be appreciated that some essays lie clearly within one level, considering how the assessment criteria have been met while some show wide variation, because some assessment criteria have been well-addressed and others less so. This is an example of such an essay. so

- This essay was clearly and effectively written, and despite some carelessness it was communicated very clearly. The bibliography was not extensive, but did correspond to the citations in the text and was in correct form. Communication is the strongest feature of the essay: Level 4.
- There was a range of sources but although they contrasted that contrast was not global: they all dealt with the USA. Candidates should think “global” in several dimensions as it were: geographical, philosophical and type. Here the highest that could be awarded was Level 3.
- There was an attempt to evaluate the sources. This took the form of extensive comment on structure and quality of argument, with little analysis of their contribution to the debate in the essay title. In a researched essay evaluation needs to be in the context of the perspectives and the candidate’s wider research: Level 2.
- There was a problem with the development and evaluation of the debate itself. The question was about the effect legalisation would have on other industrialised countries, but the text was about the pros and cons of legalisation generally. Assessors mark the answer against the question set by the candidate. There was little consideration of positions that could be called global: Level 2.
- The issue of whether drugs should be legalised could be considered global even if the treatment in the essay was not and there was research of a clear debate: Level 3.
- There was some contrast, indeed a clear contrast, but lacking a developed global dimension. This is an example of the vital importance of choice of subject and understanding the question set. As a general observation, questions need to be simple and the contrast of perspectives clear. Departure from the meaning of the question set limits the credit that can be given: Level 2.
- There was an attempt to sum the essay up, but the conclusion was based on the sources not the perspectives, implying that the validity of the perspectives could be assessed entirely on the basis of the quality of the sources. As such there was not an argument to support the conclusion. : Level 2.

Total mark awarded = 18 out of 35

This candidate response fits with middle of Level 3. It is an example of an essay which is inconsistent, with some hints at Level 4, but mostly Levels 2 and 3. The best fit is at a mark mid-way through Level 3.

Example candidate response – low

Essay Title: None stated (Possibly ‘What are the psychological and physical effects of government run orphanages?’)

Over 7 million children are in institutional care, worldwide.¹ Every day, more and more children are either put up for adoption or taken from their homes if the situation is unsuitable for the child. Many orphanages, especially in developing countries, do not have the financial resources to properly care for the needs of the growing number of children. The problems caused by lack of care and resources can have a detrimental impact on the physical and mental health of children in the early stages of their lives. This problem poses the following question- what are the physical and psychological effects of government run orphanages?

Orphanages play an extremely important role in today’s society. Unfortunately, many children find themselves in a situation or environment where they are improperly cared for. Whatever the reason may be, no child deserves to suffer in a harmful environment. This is why orphanages have become so vital to society. Children are put in orphanages to receive the proper care that they would not be offered in their previous situation. Orphanages are intended to provide not only tangible items such as sustainable food and clothing, but also a healthy family-like environment. Many of the children that come from harmful or traumatic situations seek security. Others may have been too young to be aware of their

¹ "Children's Statistics." *Worldwide Orphan Statistics*. SOS Children's Villages, n.d. Web. 9 Apr. 2015. <<http://www.sos-usa.org/our-impact/childrens-statistics>>.

Example candidate response – low, continued

previous situation, but every child deserves to have to opportunity to have a normal childhood and eventually be able to provide for themselves. ²

The extent to which an orphanage is able to provide for the needs of the children is mostly dependent on the amount of funding they receive. In developing countries, the government is unable to adequately fund the orphanages. This can result in lack of food or clothing, and more importantly the quality of the staff. These institutions are usually understaffed, or they hire ineligible workers, which leads to abuse and neglect. Children are not receiving a proper education, and not learning basic life skills that are necessary for when they leave the orphanage.

In an ideal situation, an orphan would eventually be adopted from an orphanage and the individual family would provide for the child accordingly. Countries such as Guatemala, or even some agencies in the United States have been forced to close their doors for adoption due to trafficking and other obscene incidences.³ This means that children are continuing to enter the orphanage, but children aren't leaving. Over population is another factor that leads to the decline in quality of orphanages.

² ""The Purpose and Benefits of Orphanages." *The Purpose and Benefits of Orphanages*. N.p., 12 July 2012. Web. 9 Apr. 2015. <<http://articles.submyourarticle.com/the-purpose-and-benefits-of-orphanages-279427>>.

³ Voigt, Kevin. "International Adoption: Saving Orphans or Child Trafficking?" *CNN*. Cable News Network, n.d. Web. 14 Apr. 2015. <<http://www.cnn.com/2013/09/16/world/international-adoption-saving-orphans-child-trafficking/>>.

Example candidate response – low, continued

Areas like Africa, are experiencing extreme poverty and armed conflict.

Starvation, violence and disease are all factors that not only lead to the children being orphaned, but also degrade the quality of life in institutions. With little to nonexistent healthcare, abuse and neglect, many mental and physical health problems arise.⁴

Word Count 676

⁴ "Children Laws." *Easy to Understand Orphanages Overview* -. Laws.com, n.d. Web. 23 Apr. 2015. <<http://children-laws.laws.com/foster-care/orphanages/orphanages-overview>>

Examiner comment –low

It is rare for an essay to be awarded level 1 overall. In this case, a word count of 531 means that there was always the risk of insufficient material for high levels. Although we do not stipulate a lower limit word count and seek to mark positively it would be very difficult for an essay to fulfil the range of assessment criteria with such a low word count.

- The written style is good and there is correctly structured citation. Despite its breadth it could have been Level 3. There is, however, a crucial failure to communicate, in that no title has been provided, and the assessor was forced to speculate as to the title to which the assessment was being addressed: Level 2/3.
- There has clearly been reference to and use of sources, though not to build up an argument. This is more crucial to the level awarded than the lack of individual detail: some essays use a large number of sources, perforce in less detail. The use here is to support the statement of a situation, not to develop an argument: Level 1.
- This use of sources is entirely descriptive, with no attempt made to evaluate. However well the sources are chosen and however effectively they exemplify the perspectives, some evaluation is needed. If sources have been used but there is no evaluation at all and they have been taken entirely at face value, examiners award Level 1: Level 1
- There is a sense of empathy with the problems of orphanages: the writing is thoughtful and measured. There is however, no contrast of perspectives, as no perspective is identified: Level 1.
- As there was no perspective identified no credit could be given for analysis and this criterion was judged to have no awardable merit and was awarded Level 0.
- It follows by definition no contrast existed between perspectives: Level 0.
- There was no conclusion as such, but there were hints of reflection and thought about the problems of orphanages, so the assessor was able to award Level 1.

There was undoubtedly potential in this essay, and better writing than in some essays which attained the higher levels, but simply not enough material to be able to credit the criteria. In addition it is an example of an essay which has not identified or used any perspectives.

This candidate response fits with a high Level 1. Although communication is the strongest aspect it lacks sources and perspectives and as such it cannot be placed higher than Level 1. As the essay contained no perspectives it would be difficult to justify placing this at the top of Level 1 so a mark of 6 is appropriate and the best fit with the criteria.

Total mark awarded = 6 out of 35

Paper 3 – Team project

This set of Example Candidate Responses for AS Global Perspectives (9239) Component 3 reflects the structure of the team project. Candidates are required to produce two pieces of individual work: a presentation which is delivered to an audience and a reflective paper on the process of their work and their collaboration with the others in their team. Each is marked using a separate marking grid and the two marks are combined together to produce a final candidate folder mark. For each marking level, therefore, this set of responses contains a presentation and a reflective paper at that level. Sometimes they are from the same candidate when they have produced work at the same level, sometimes they are from different candidates. In this way, it can also be seen that each piece of work is separately marked, and material produced for the presentation cannot also be credited for the reflective paper, and vice versa.

A comment is also necessary on levels. There are five assessment criteria for the presentation and two for the reflective paper. Each criterion is assigned a Level from 1 to 5 when marking. The reflective paper is marked according to two criteria. An overall mark for each of the presentation and the reflective paper is awarded by taking into account the different levels for each criterion and forming a judgement on the best fit overall. Thus, there is a clear relationship between the levels achieved and the mark awarded.

Centres are also strongly encouraged to read the Principal Examiner's Reports for each series for this component alongside these example responses and commentaries. The Report for the June 2015 series is particularly useful as it provides a detailed analysis of each marking criterion at varying levels of achievement.

Presentation

Mark scheme

Level	Marks	Indicative descriptors
5	21–25	<ul style="list-style-type: none"> The presentation clearly defines an issue which arises from detailed and varied research. The candidate's perspective is sharply differentiated from alternative team or research perspectives. The presentation is logically structured and coherently argued with clear lines of reasoning and well-supported judgements. The candidate's conclusion is based logically on the evidence and reasoning presented and proposes an effective and innovative solution to the issue. Appropriate presentational methods are used creatively and fully effectively to communicate the candidate's arguments and ideas to the audience.
4	16–20	<ul style="list-style-type: none"> The presentation defines an issue which arises from detailed research. The candidate's perspective is differentiated from alternative team or research perspectives. The presentation is well-structured and well-argued with some lines of reasoning and some well-supported judgements. The candidate's conclusion is based on the evidence and reasoning presented and proposes an effective solution to the issue. Appropriate presentational methods are used effectively and with some creativity to communicate the candidate's arguments and ideas to the audience.
3	11–15	<ul style="list-style-type: none"> The presentation goes some way towards defining an issue which arises from some research. The candidate's perspective shows some differentiation from alternative team or research perspectives. The presentation has some structure and contains some well-argued points, some lines of reasoning and some supported judgements. The candidate's conclusion is mostly based on the evidence and reasoning presented and proposes a solution to the issue. Presentational methods are used with some effectiveness to communicate the candidate's arguments and ideas to the audience.
2	6–10	<ul style="list-style-type: none"> The presentation attempts to define an issue and some research has been done. The candidate's perspective lacks clear differentiation from alternative team or research perspectives. The presentation has some structure and contains some argued points, some lines of reasoning and some supported judgements. The candidate's conclusion is partly based on the evidence or reasoning presented and begins to develop a solution to the issue. Presentational methods are used, but may lack effectiveness in communicating the candidate's arguments and ideas to the audience.
1	1–5	<ul style="list-style-type: none"> The presentation does not clearly define an issue and lacks research. The candidate's perspective is limited and lacks differentiation from alternative team or research perspectives. The presentation lacks structure and makes arguments which are limited, with limited lines of reasoning and judgements which lack support. The candidate's conclusion is limited and lacks evidence or reasoning. It provides a limited solution to the issue. There is limited use of presentational methods, and they lack effectiveness in communicating the candidate's arguments and ideas to the audience.
0	0	No creditworthy material has been submitted.

Example candidate response – Level 5

The presentation video is available at <https://player.vimeo.com/>



THE PROBLEM

- **Food insecurity**: the state of being without access to a sufficient quantity of affordable, nutritious food
- 1 in 9 people don't have enough food to live a healthy life
- 3.1 million children die from malnourishment every year
- Exists in every region of the world
 - And every county in the United States

THE SOLUTION

- Possible solutions: aquaponics, genetically modified crops
- **Urban agriculture**: the practice of cultivating, processing, and transporting food in or around a village
- Solves problem of food insecurity
- Provides **community empowerment**
- Access to **healthy food**
- How can it help?
 - Economics, Environment, Society




ECONOMICS

- Farming provides **jobs**
- U.S. citizens have saved \$100 a month by growing their own produce
- Gainesville, FL
 - Can create niche in the economy (**farmers' markets**)
- City: rooftop gardens have become a **tourist**
- India: households saved **20% of income** from farming




ENVIRONMENT

- Much less environmental impact due to **transportation**
- Rooftop gardens absorb heat AND
 - Less need for heating and cooling systems
- **Recycles wastewater** effectively
- 10% of wastewater is recycled by urban farming
- Current methods: use enormous amount of **water/energy** and contribute to **habitat loss** and **pollution**



SOCIETY

- **Empowers communities** to control what they eat
- Important for **aesthetic** and **leisure** purposes
 - Rooftop gardens
- Can give **purpose** and **nutritional knowledge** to the younger generation
 - Joshua Group: provides jobs in urban agriculture for inner city youth in Harrisburg

Example candidate response – Level 5, continued

STEPS WE HAVE TAKEN: **LOCALLY**



- **Gainesville, FL:** county planners changed development codes
 - Keeping chickens and community gardens
- Rooftop gardens: **8.5 million sq. feet** installed in U.S. as of 2008
- **Joshua Group** gives urban agriculture jobs to young people in Harrisburg
 - Aided by Department of Agriculture

STEPS WE HAVE TAKEN: **GLOBALLY**



- In Zimbabwe: **2/3 of population** use urban agriculture as main source of sustenance
 - Government devoted **64,000 hectares** (640 mill sq. acres) for urban farming
- **80% of vegetables** in Cuba are grown in cities

STEPS WE NEED TO TAKE

- **City planners:** **change codes** to allow communal gardens, farmers' markets, rooftop gardens
- **Organizations like Joshua Group:** **educate** the community on how to grow produce successfully
- **Governments:** need to **emphasize benefits** of urban agriculture
 - developing countries still believe urban agriculture to be unnatural

WHY URBAN AGRICULTURE?



- **Well-rounded solution**
- Attacks **environmental, economic, and the community problems** that lead to food insecurity
- Is not **imposed** by the gov't, but starts with the **people**

SOURCES

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Example candidate response – Level 5, continued

Presentation transcript

Hi, I'll be talking to you about providing sustainable food sources for those in need, specifically through the solution of urban agriculture. So first let's establish the problem. Food insecurity is the state of being without a significant quantity of affordable and nutritious food. This is a really pervasive and widespread problem. 1 in 9 people don't have enough food to live a healthy life and 3.1 million children die every year from malnutrition. It exists in every region of the world and is a really relevant and pressing problem that needs a solution. My group mates are going to discuss the solutions of aquaponics and genetically modified crops, but I will be talking about urban agriculture. So this is the practice of cultivating, processing, and transporting food in or around a village, city or town. So it's basically like traditional farming in an urban environment. It solves the problem of food insecurity by obviously providing food for people, but also provides community empowerment which is something I'll talk about later. And not only is it providing access to food, but it's providing access to healthy food. The benefits of urban agriculture can be viewed through three different categories: the economic benefits, the environmental benefits, and the societal benefits.

First, let's talk about the economic benefits. Farming provides jobs, but more so than that, it can save people money. U.S. citizens have pretty consistently saved about \$100 a month just by growing their own produce. Here at home in Gainesville, FL it's created a niche in the economy which is our farmers' markets. In New York City, rooftop gardens have become a really big tourist attraction which brings in money to that community. In Hyderabad, India households saved about 20% of their income by using urban agriculture.

Some of the environmental benefits are the most important aspects of urban agriculture. It has much less of an environmental impact due to the reduced transportation which is really important. Rooftop gardens specifically can heat and cool a building which lessens the need for heating and cooling systems and those produce a lot of air pollution. Urban agriculture also recycles wastewater—more effectively sometimes than plants created specifically for that purpose. Urban farming is actually responsible for recycling 10% of wastewater around the world. Our current methods of providing food use an enormous amount of energy and water and contribute to habitat loss, so it's really important that we change our focus to something more sustainable throughout the years to come.

Example candidate response – Level 5, continued

Societally, urban agriculture also has a lot of really important benefits. It empowers communities to take control of what they're eating which is especially important for people living in poorer areas where sometimes their only access to food is the gas station down the street which is obviously not going to provide them the nutrition to lead a healthy lifestyle. It's also important for aesthetic and leisure purposes, specifically rooftop gardens. It can give purpose and nutritional knowledge to a younger generation. A great example of this is the Joshua Group in Harrisburg Pennsylvania which provides inner-city youth with jobs in farming. So not only is it providing a source of income, but it's also providing the nutritional knowledge and education for these people to live healthy lives and hopefully pass that knowledge on to their children.

You can really see the success of urban farming locally, here in the U.S. and especially here at home in Gainesville, Fl. I mentioned before that we have a really thriving urban agriculture community and this is because county planners have changed development codes to encourage keeping chickens and communal gardens and having farmers' markets. In the United States, we've installed 8.5 million square feet of rooftop gardens as of June of 2008 and that number has continued to skyrocket in the years after that. I mentioned the Joshua Group, and something really cool about that organization is that they're supported by the Department of Agriculture through land grants and funding and things like that which really shows the government has taken an initiative to support urban agriculture.

Globally, you can also see the success of urban farming. In Zimbabwe, two thirds of the population use urban agriculture as their main source of sustenance which is really great, and what's even greater is that the government devoted 64,000 hectares of land to urban farming and 1 hectare equals 10,000 square meters so that's about 640 million square meters. In Cuba, 80% of vegetables are grown in cities which is really incredible.

There are still steps we need to take, though. City planners need to change development codes to further encourage the things I discussed earlier, and organizations like the Joshua Group need to become more popular so that they can pass along the education necessary to live a healthy lifestyle and know how to start urban farming in your own home or community. Governments need to emphasize the benefits of urban farming. This is especially important in developing countries where a majority of the citizens still believe urban farming to be unnatural or less efficient overall than traditional farming which is simply not true.

So why is this so important? Well, it's a really well-rounded solution. I talked about how it attacks the environmental, economic, and societal causes of food insecurity and things that result from food insecurity.

Example candidate response – Level 5, continued

More than that though, to solve a problem as enormous and global as hunger, the solution cannot be imposed upon the people by the government; it has to start with the citizens and really actively involve them. Urban agriculture is founded in the principles that regular people like you or me are more than capable of creating meaningful and long-lasting change in the context of world hunger and urban agriculture. It's really our responsibility to future generations to find a more sustainable way of providing food and I believe that urban agriculture holds that hope for a better future for us, and I hope that we make it a priority. Thank you for listening.

Examiner comment – Level 5

- The candidate clearly identifies and explains her group's issue of food insecurity from the outset and throughout the presentation. The research presented is concisely delivered but dense and detailed, meeting the requirements for Level 5.
- Her own perspective, or possible solution, is effectively focused on urban agriculture which is explicitly contrasted with named alternative perspectives taken by other members of her team (such as aquaponics and genetic modification). Not only this, she also contextualises her approach against broader economic, environmental and social perspectives. These sharp differentiations within a number of areas also produce Level 5 achievement.
- That movement from the economic, to the environmental to the social also produces an effective structure for her presentation, which then allows her to provide effective case studies from a local then a global context. The combined effect of this is to produce a logically structured and coherent argument which also merits Level 5.
- Her conclusion is thoroughly justified in the final minute of her presentation and firmly located in the arguments and evidence she has previously presented in her presentation as a whole. It is an effective solution and thus achieves Level 4; for Level 5, clear innovation would also be required within the context of the problem.
- The candidate's communication methods were also effective: she engages her audience by speaking fluently without notes, using arm gestures in a focused and expressive way and interacting with well-chosen images using a pointer. Her intonation is also meaningfully integrated with her content being delivered and also helps to engage the audience. There may have been some further opportunities for creativity, but what has been achieved here meets the criteria for Level 4.

Total mark awarded: 23 out of 25

This candidate response fits with the middle of Level 5. A mark at the top of Level 5 could not be awarded because the response lacked innovation and could have been more creative. A mark in the middle of Level 5 is appropriate and the best fit.

Example candidate response – Level 4

The presentation video is available at <https://player.vimeo.com/video/147700139>

Presentation transcript

SLIDE 1

Over the past school year my team and I have been assessing the question of should awareness be increased to prevent sexism against women in future generations.

SLIDE 2

We first came across the issue of sexism while looking through a local newspaper, the Palm Beach Post. The Palm Beach Post is the 7th largest newspaper in the state of Florida and is known statewide as a reliable paper. The particular article we examined was written by Brian Biggane, who has been a sports writer for the newspaper for 29 years and thus has a vested interest in writing the truth for if not then he can lose his job. In the article “PGA of America removes its president for sexist remarks”, he said that Ted Bishop made a comment on Twitter that a golfer sounds like “a little school girl squealing during recess.” This remark by the PGA president received multiple outcries saying it was sexist against women and eventually led to Ted bishop losing his presidency. Once we were introduced to the issue, we came across two opposing views to our question.

SLIDE 3

The first source we viewed helped get a picture of what sexism really is. According to girlguiding.org sexism is the “prejudice, stereotyping, or discrimination, typically against women, on the basis of sex.” We judged girl guiding to be a credible source because it is the largest girl youth organization in the UK with over 500,00 members, and is globally known and respected. One statistic from the girl’s attitude survey was that 60% of girls age 16-21 have been made to feel stupid because of their sex. This along with the other statistics from the survey shows the impact sexism has on young girls today.

SLIDE 4

Another source that supports the need for further sexism awareness was the article “Valley of Dudes” from the Economist. The economist is an international website known for its liberal views, thus may be somewhat bias on this issue. The article was about how women are discriminated against in the workplace based off of their gender. Women were excluded from a dinner with Al gore on the excuse that they would kill the buzz. Furthermore, this article states in Silicon Valley, women find it hard to break into tight men circles and often feel unwelcome. Another source similar to these findings was the UN Women Google searches. UN Women may have slight biased towards exaggerating the effects of sexism due to it explicitly trying to promote women’s rights, but the study conducted by them has hard irrefutable evidence, thus we take its findings as being credible. The study conducted was typing, “women shouldn’t” into Google search bars and seeing the suggested results that would come up. Such phrases as “should not vote, or should not have rights” are just a few of the sexist comments made against women. These two sources show the extent of women in today’s society and how little respect they experience in the world.

SLIDE 5

Another reason for sexism awareness is that sexism is ingrained in society without many people realizing it. For example, according to the UNFPA 100 to 400 million females have undergone (FGC) female genital mutilation, with 3 million more girls at risk this year. FGC is the act of cutting external female genitalia for non-medical reasons in such places as Africa and Asia. FGC is carried out to control a woman’s sexuality, for religious reasons, or acts as a prerequisite for marriage. This act puts men’s needs above women’s and violates their rights to their own bodies. The UNFPA is an organization that promotes the right of every man and woman to enjoy equal opportunities in life with no bias towards favoring one gender over the other. Moreover, the UNFPA works alongside governments and United Nations agencies, ensuring its credibility.

Example candidate response – Level 4

SLIDE 6

However, in our research we found many sources that claimed sexism against women does not need more awareness. One source was the article “The real sexism problem” which states that men are between 40 to 70% of domestic violence victims yet only have less than 1% of domestic violence shelters. Men’s lives are also given less value in emergency situations, with women being the first to be saved over men. However, this article did not cite its sources, thus I cannot accurately say if the information is credible. However, this website was biased towards debunking feminism and thus took on an aggressive manner towards women’s issues.

SLIDE 7

Two other sources we found against increase awareness were about the myth of woman in the work place. According to “the myth of the glass ceiling” the author states that it is much easier today for woman to rise in the workplace than it was in the past. The author further states that if a glass ceiling actually did exist then she has broken it multiple times. She goes on to say that women are holding themselves back from succeeding by creating fake sexist barriers and that women are just not prepared to work as hard as men are. Similar to this the article “My New career matriarch” supports this claim and the powerful women interviewed in the story all agreed that women need to face the hardships and get on with it. However these two sources were both from women whose experiences were from the past and times are different now. Moreover, both sources are from women’s perspectives but do not consider women’s global issues.

SLIDE 8

The last source we used to support that sexism awareness does not need to be increased was the article “Self-entitled women” found on psypost.org. Psypost is a scientific website dedicated to reporting honest research related to human society and has a strong reputation in the science community as a trustworthy outlet. The article was about a study conducted by the University of Auckland and found that women with a greater sense of entitlement were more likely to feel that “Women should be cherished and protected by men.” This is an example of how benevolent sexism is accepted by many females and how females use sexism to their own advantage.

SLIDE 9/ 10

In conclusion, on one side of the awareness debate is that women are discriminated against in their careers, undermined in society by not being as worthy of rights as men are, and have their rights to their own bodies taken away. On the contrary, the opposing articles claim males have it worse in society than females, women need to toughen up, and that many women use sexism to their own advantage. After doing my research on the sexism issue and evaluating the two sides, I would have to say that awareness should be increased to prevent sexism against women in future generations.

SLIDE 11

My team and I saw how culture and the limitation of education has played a large part in the sexist roles of society based off of the UNFPA article. We believe that a lot of discrimination against women is due to lack of education and understanding between the capabilities of the genders. We thus all agreed that one solution to end sexism against women is to teach equality among all genders in nations where females are seen as subordinate to males. We will do this by implementing a loose curriculum on the fundamentals of human rights, such as the one suggested by girlsguiding.org and to promote peacefulness to end violence against women.

Furthermore based off of the study conducted by the university of Auckland where it found women accept benevolent sexism and the role of needing to be protected by a man, I think that women need to be empowered themselves and realize their own capabilities. Sexism against women will never end if women themselves don’t ever realize it needs to end as well. I believe that by creating a mentoring program, such as one similar to the VSO program where an under-performing student was matched with a “big sister” mentor, that women can then be inspired by other strong female role models. The more confidence instilled in the female population the stronger woman can become in future generations and believe that they can do anything they set their mind to, proving sexists wrong.

Example candidate response – Level 4, continued

I believe that both of these solutions are a start to ending sexism against women and that the future generation looks promising for being free of discrimination.

Examiner comment – Level 4

- The issue here is the social problem of sexism against women. From the initial definition onwards, this issue is discussed on the basis of detailed and varied research from a number of contrasting sources on information, meriting Level 5.
- It is unclear, however, from the presentation, how the candidate's approach to the topic differs from that of the other members of her team, meaning that the presentation achieves Level 2 on the next criterion.
- Clear reference to other possible approaches, including those within the team, would have supported the mark here. However, the presentation as a whole is well-structured and argued with consistent lines of reasoning, organised around the evidence for and against increasing awareness and meriting Level 4 for this aspect.
- Although not innovative, the proposed solution of increasing awareness is delivered in a detailed and well-supported way, making it effective and also achieving at Level 3/4
- Presentational methods have some effectiveness: the candidate makes an effort to achieve eye contact, has some international range and uses some effective images in support, giving Level 3 for the final criterion.

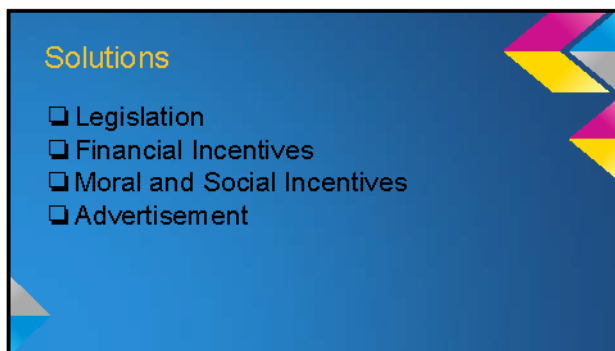
Total mark awarded: 18 out of 25

This candidate response fits with the middle of Level 4. There is inconsistent achievement across the levels with some at Level 2 and some at 3. This means that it would be difficult to award a mark at the top of Level 4 and that the best fit is a mid-way Level 4 mark.

Example candidate response – Level 3



Example candidate response – Level 3, continued



Presentation transcript

Slide 1:

Good morning/afternoon, my name is _____, and my research question is -
Does humanity have ecological ways of disposing waste

I'm going to be talking about 'Industrial' Waste. These days, the world is growing at an ever- increasing rate. Skyscrapers multiply by the second as economies grow, yet the unfortunate byproduct of this is the vast amount of waste that we humans produce. This toxic waste is harmful for both our present and future, and industrial waste may perhaps be the most dangerous variant. Industrial waste poses threats on multiple levels, and evaluating its potential solutions is of great importance in the world we live in.

2nd Slide:

Lack of effective policies and poor enforcement drive allowed many industries to bypass laws made by pollution control board which results in mass scale pollution which affects the lives of people. To avoid high cost and expenditure, many companies still make use of traditional technologies to produce products. Many small scale industries and factories that don't have enough capital and rely on government grants to run their businesses, however it still releases large amount of toxic gases in the atmosphere. Water pollution and soil pollution are often caused directly due to inefficiency in disposal of waste. As a result, polluted air and water causes chronic health problems, making the issue of industrial pollution into a severe one. Industries do require large amount of raw material to make them into finished goods. This requires extraction of minerals from beneath the earth. This causes soil pollution if spilt on.

3rd Slide:

Most industries require large amounts of water for their work. When involved in a series of processes, the water comes into contact with a lot of harmful chemicals or radioactive waste. These are either dumped into open oceans or rivers. As a result, many of our water sources have high amount of industrial waste in them which seriously impacts the health of our eco-system. Soil pollution is creating problems in agriculture and destroying local vegetation. It also causes chronic health issues to the people that come in contact with such soil on a daily basis. Air pollution has led to a steep increase in various illnesses and it continues to affect us on a daily basis taking tolls on lives of many.

The issue of industrial pollution shows us that it causes natural rhythms and patterns to fail, meaning that the wildlife is getting affected in a severe manner. Habitats are being lost, species are becoming extinct and it is harder for the environment to recover from each natural disaster. This all leads to Global warming.

4th slide:

In India, much of the urban population is mainly affected by industrial pollution. The Urban sides are the most suitable areas to dig up landfill to dispose, damaging the ecosystem all around and disturbing near by residents. A lot of deaths have occurred ever since the landfills are being located at urban areas due to tuberculosis and respiratory illnesses. The Government isn't encouraged enough to effectively control industrial wastage.

Example candidate response – Level 3, continued

5th Slide:

Carbon emissions worldwide are extremely high, and continue to rise. Between 2005 and 2010, global carbon emissions rose from below 30 million kilotonnes of CO₂ to almost 34 million kilotonnes. Oil spills still occur- the most devastating being the 2010 oil spill off the Gulf of Mexico. this all formed a toxic layer which killed hundred and thousands of birds and underwater creatures.

Solution:

Clearly, the effects of industrial waste can be deadly, and therefore it is of great importance that solutions are both found and implemented before it is too late. There may be several such solutions- including Legislation, Moral and Social Incentives, Financial Incentives and Advertising. Legislation, very simply, refers to laws that may be passed by governments. Governments can impose laws that either restrict the amount of hazardous waste a firm is legally allowed to produce, or enforce certain waste disposal methods firms must carry out, which may be more eco-friendly. Legislation offers a fairly direct way of solving the issue, but it has its flaws as well. While it may virtually ensure positive action is taken, in countries where corruption is rampant, it may be quite toothless. Laws passed may also have a chance of being overly harsh on a country's people- solving the issue of industrial waste at the cost of the people's livelihoods. Financial Incentives are an alternative approach, which may take several forms.

Subsidies may be provided by the government to firms which do not produce much toxic waste, therefore causing firms to want to reduce the industrial waste they produce. Alternatively, taxes may be imposed on firms which produce high amounts of waste. Firms will want to avoid these taxes and therefore try and reduce their wastage. Either of these may be financial incentives, and can tackle the growing issue of industrial waste. Financial Incentives may be effective as they can be easy to implement and may be economically efficient (as they internalize the issue of wastage), but tax evasion is certainly not unheard of. Much like laws, taxes may also be too harsh, costing local businesses dearly. Should taxes be too light however, they may have no real effect whatsoever.

Social Incentives differ from Financial incentives, but may also provide a solution to the issue of industrial waste. As opposed to provided monetary gains to firms that deal with waste well, governments may provide firms official recognition for doing the same, and, should this recognition be valued highly, this would act as a strong incentive for firms to efficiently deal with their waste. Social incentives may be far cheaper to implement than financial incentives, and are unlikely to be at the cost of economic growth, should they not be valued too highly, they may be entirely ineffective.

Advertisement may be another way to help solve this grave issue. Through constant advertising campaigns, governments may be able to convince their people for the need of efficient waste disposal methods by firms. Due to public pressure, firms are then likely to choose to minimize their waste produced. Advertisement may be powerful in this way, yet unfortunately it may not be entirely effective all the time, as it may simply fail to convince people fully.

There are several solutions to the issue of industrial waste. Unfortunately, for all their positives, they all have drawbacks as well. Yet in a world far from perfect, can we really wait for the 'perfect' solution to fall in our laps?

Examiner comment – Level 3

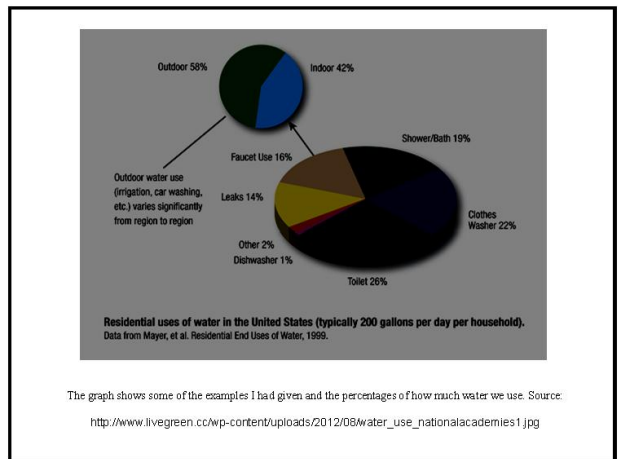
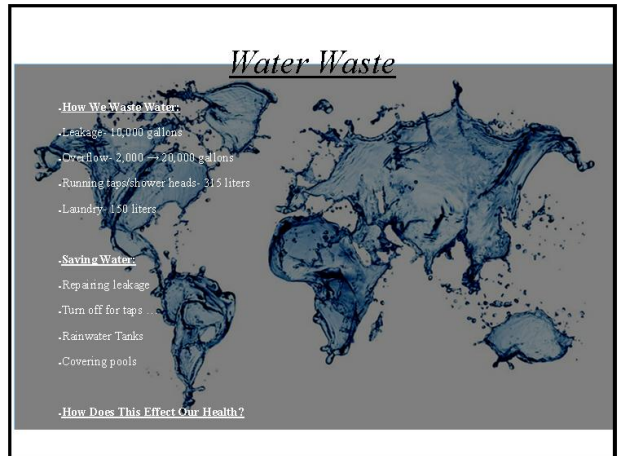
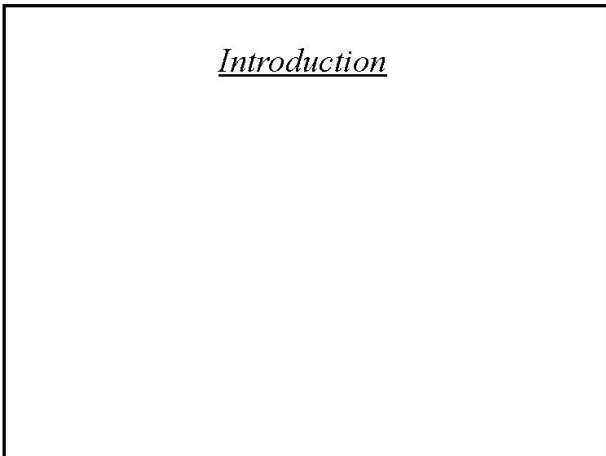
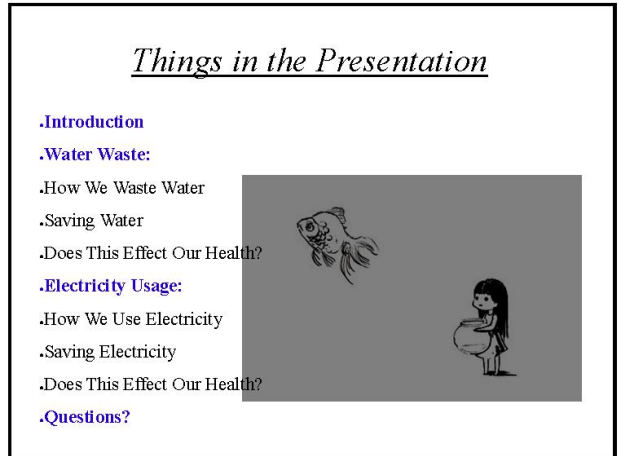
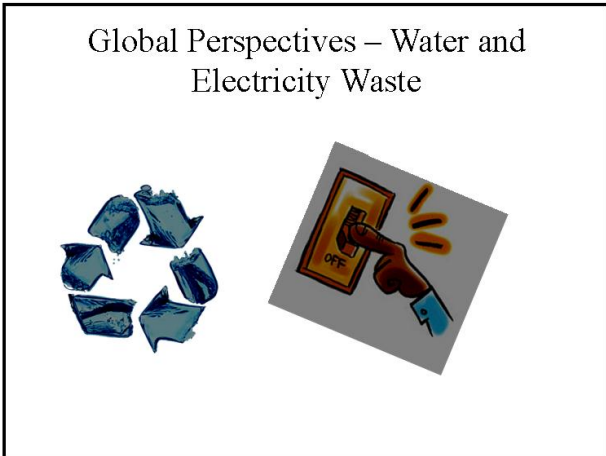
- This presentation focuses on the ecologically-sound disposal of waste as its issue, which it goes some way towards clearly defining. Specific evidence here would have made its research base more detailed and clearer here and would have supported the general outlining of issues. The presentation therefore achieves Level 3 on the first criterion.
- In referring to his own perspective as the specific demands of industrial waste as the ‘most serious’ category of human-generated waste and makes some reference to other kinds of waste, giving it Level 3 also on this criterion.
- There is some structure, listing different aspects and solutions for the waste issue which generates some argument, but more detailed support and connections between points would have moved this aspect beyond its achievement of Level 2: Level 2/3
- It is positive that a reasonable amount of space is devoted within the context of the presentation to a listing and discussion of possible solutions, and these clear proposals, linked to what has gone before, allow for a Level 3 conclusion.
- Presentational methods lack effectiveness, principally because the candidate reads throughout from his script and does not tend to engage his audience through eye contact or intonation. It achieved Level 2.

Total mark awarded: 13 out of 25

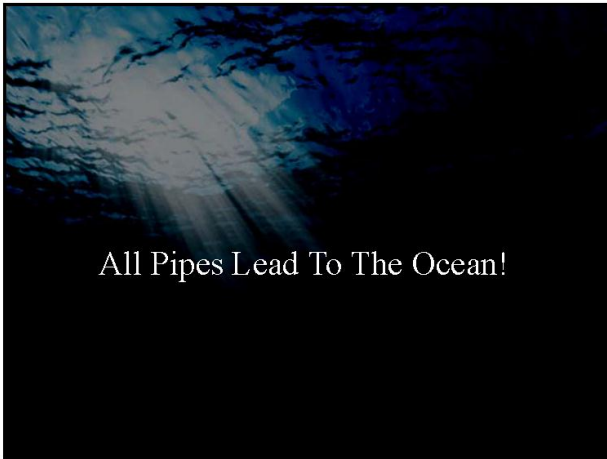
This candidate response fits with the middle of Level 3. This is a mixed Level 2 and 3 response meaning that a mark at the top of Level 3 could not be justified. A mid-way mark in that Level is appropriate.

Example candidate response – Level 2

The presentation video is available at <https://player.vimeo.com/video/147568211>



Example candidate response – Level 2, continued



Electricity Usage

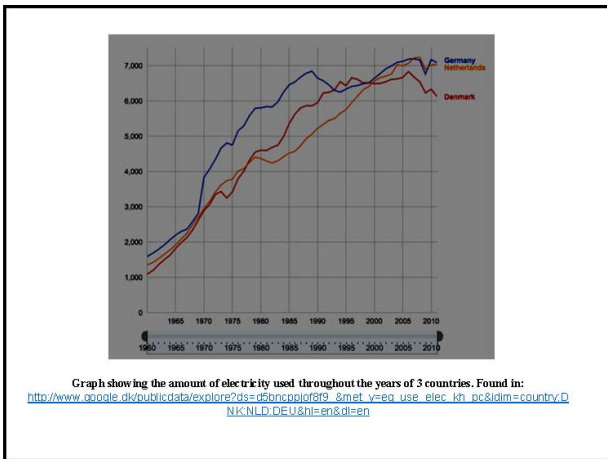
How We Use Electricity:

- .Electronics
- .33.56 billion kWh
- .Windmills
- .Electronics left on

Saving Electricity:

- .Candles/fire tilled lamps
- .Turning things off
- .Lights not to be used when there is daylight

How Does This Effect Our Health?



Thank You For Listening!

Example candidate response – Level 2, continued

Presentation transcript

So in this global perspective group project, I've chosen the topics water and electricity waste or usage. During this project, I am going to have a very short introduction and then I am going to go on to water waste and then break it down a little bit, but I'm going to focus on here, in school, mainly and then maybe kind of vary it out. Then I'm going to go on to electricity and kind of break it down there and then in the end, I will see if there is any questions and then I will take it from there and I will answer you guys as far as I can.

So in the introduction: I wanted to talk about this because it has been a real hassle, especially because coming from a very hot country, it has been sort of hard to keep track on water and then here it is pretty different and in a way it is kind of a hassle when you kind of think about how much water we actually waste even though you don't really think about it. So, in a way we waste about 80-100 gallons of water each day and this mostly consists of for example flushing toilets and washing hands, brushing teeth.

So, starting off with water waste: as you can see I have put down some points, although it might be pretty hard to see, but I have put down as example leakage, which uses up 10 000 of gallons of water each year. Overflow is about 2000-20 000 gallons as well each year, and then running tabs or showers uses up about 315 litres and then laundry, as last, 150 litres. And then what can we do to save water? Well, for example, with leakage you can repair it as far as you can. When you experience leakage it is best to get it repaired or repair it by yourself. Turn off tabs when you are not using it. You use a tremendous amount of water if you brush your teeth for example and you let the tab running.

There is what we have rainwater tanks, in which you can collect water and then purify it so we can use it to drink or to clean ourselves. And then something we don't really remember to do, but like if you have got a pool and you if you live in a hot place like Africa or Portugal or anywhere else, then you should cover your pools because then that prevents the sun to heat to evaporate the water.

How does this affect our health? It kind of affects our health in various ways, for example, our bodies, because our bodies depend on water and if you don't have enough water or if you don't have clean water that can affect us. As well as money, because money kind of costs a lot of money so it is a shame to let it all go to waste.

Over here (points) is an example from my room. I don't know how many times, but this is a picture from a long time ago though, an overflow that we had. It was a very big hassle to get rid of, and it wasted tons and tons of water, which is a shame.

And then here you can see there is a pie chart, which shows some examples that I have already given and then it shows the percentages as well of how much water we use. But in the end, all pipes lead to the ocean!

And then moving on to electricity usage, as you can see I have broken it down. We mostly use electronics when it comes to electricity, for example computers Or kettles or any kitchen utensils and as you can see about 33.57 billion KW per hour and we get a lot of this electricity or electric energy from windmills that we have here which is lucky because we have got so many here in Denmark so it provides us a lot of electricity but then again we should still look after it. And then moving on the saving electricity we can use more candles or fire fuelled lamps, we can try to remember to turn off our electronics, for example turn off the charger or the kettle or anything. And then something that I have noticed here in school is that we tend to leave lights on, especially when we have lights provided from the outside. That was something I just had to put in. And then again how does this affect our health? Again it affects the money; it does cost a lot. But also if we leave things on, it could actually come as a result as harmful to our bodies.

This is again a chart that I have put in to show the rise of how much money throughout the years. And as much energy that we have used. This shows Germany, Netherlands and Denmark.

Is there any questions?

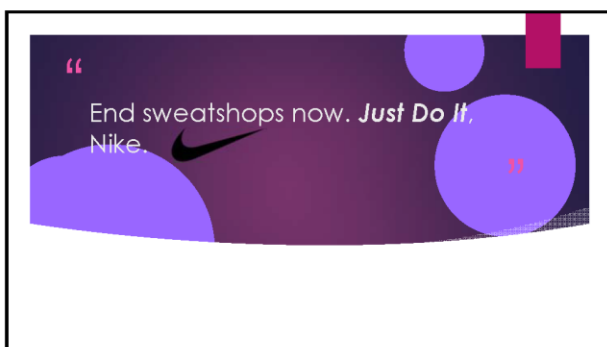
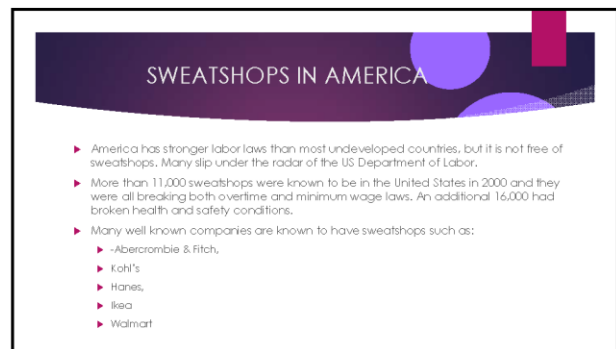
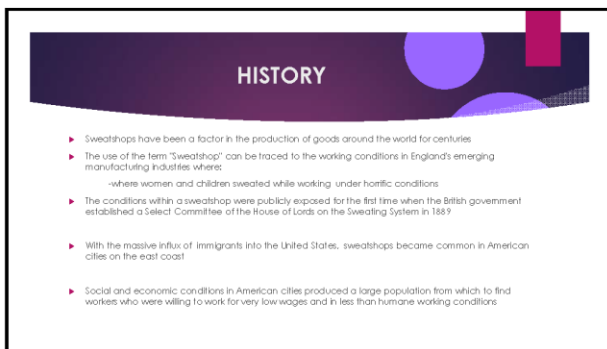
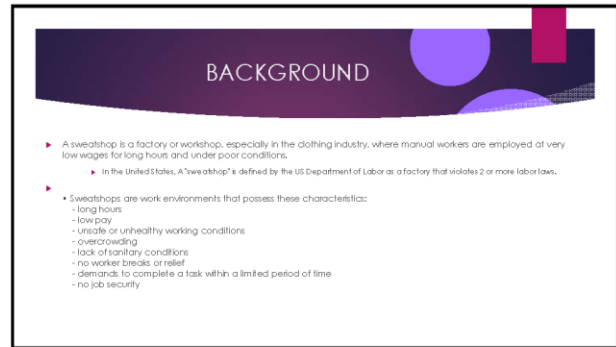
Examiner comment – Level 2

- This presentation is strongest when it defines its issue as water and electricity usage, and some research has clearly been done in support of this as the candidate provides some evidenced examples of water wastage (and later in the presentation, electricity usage). It achieved Level 3.
- These points tend to be stated descriptively, so the candidate finds it difficult to develop a clear perspective on their own, and there is no reference to how that perspective might compare with others in their group, or other research perspectives. This limits the second criterion to Level 1,
- This also has implications for the structure of the presentation, which provides some examples of the wastage of water and then electricity which could usefully have some more argumentative development, but achieves Level 1/2.
- Having delivered those examples, the presentation comes to an end and there is no conclusion at all, so the candidate must achieve 0 for the conclusion.
- There is some effective effort to use gesture, intonation and eye contact however, and some attempt to use text and image in the slides, so the presentation does achieve Level 3 for its communicational effectiveness.

Total mark awarded: 9 out of 25

This candidate response fits with a high Level 2. There are sufficient Level 3 qualities to raise it higher rather than lower in Level 2, as such a mark of 9 towards the top of Level 2 is the best fit.

Example candidate response – Level 1



Example candidate response – Level 1, continued

Child Labor

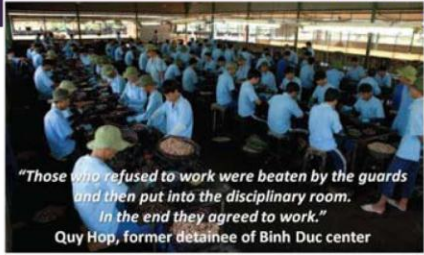


AFIRA

- ▶ Arifa is a garment worker in Bangladesh who clothes primarily for Wal-Mart, but her factory takes contracts from other brands as well. Arifa is a member of the National Garment Workers Federation (NGWF), a Bangladeshi union that War on Want has supported for 10 years.

Tricky Tricky

- ▶ Many sweatshops are coercive in nature. People work in them, often under abusive conditions, because they have no place else to turn to. Sweatshops help create a cycle of poverty and ignorance that prevents people from advancing themselves.



"Those who refused to work were beaten by the guards and then put into the disciplinary room. In the end they agreed to work."
Quy Hop, former detainee of Binh Duc center

Why do sweatshops still exist?

- ▶ A study showed that doubling the salary of all sweatshop workers would only increase the cost of an item you buy in a store by roughly 1.8%.
- ▶ Other studies have shown that a consumer would rather pay 15% more on their item to know it was created in a safe and legal environment.

Counterarguments

- ▶ Sweatshops are doing something to help. They are providing jobs that pay better than other alternatives, and they are contributing to a process of economic development that has the potential to offer dramatic living increases.
- ▶ Sweatshops capitalize on low-wage labor in developing countries and significantly reduce production costs.
- ▶ Some of the world's leading economists have cited sweatshops as a necessary step in modernization and development.
 - ✦ Sweatshops - preliminary move toward economic prosperity in developing countries

Example candidate response – Level 1, continued

Our response

- ▶ The majority of money earned by sweatshop workers is spent on food to get by and survive on – these jobs do not help families at all, they destroy them. They are not paid enough. They are overworked and underpaid.
- ▶ Abuse, whether it is physical, mental or sexual, is extremely common in these factories. Doors are often locked and staff are forced to work more than one shift in a row
- ▶ Sweatshops might be safe for the economy but they're definitely not safe for the workers.

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- ▶ "Escape from an L.A. Sweatshop: How Modern-Day Slaves Become Lobbyists." YES! Magazine. N.p., n.d. Web, 27 Apr. 2015.
- ▶ "Ethical Style: There Are Still Sweatshops in America." GOOD Magazine. N.p., 31 Mar. 2012. Web, 27 Apr. 2015.
- ▶ "7 Reasons Why Sweatshops Still Persist." Triple Pundit People Planet Profit. N.p., 28 Apr. 2013. Web, 27 Apr. 2015.
- ▶ Slossel, John. "Are Protesters Wrong About Sweatshops?" ABC News. ABC News Network, 10 Oct. 2003. Web, 27 Apr. 2015.
- ▶ "Sweatshop Labor Is Wrong - Unless the Shoes Are Cute." Mic. N.p., 10 Oct. 2013. Web, 27 Apr. 2015.

Examiner comment – Level 1

- This presentation, on the issue of clothing sweatshops, raises a number of pertinent issues. Firstly, all three members of the team present together and read out sections of their script. This is a violation of syllabus requirements. However, an issue has been defined and some research has been done as the presentation contains some evidence for the extent to which sweatshops are a problem, the involvement of children and the involvement of a specific company, Nike. It therefore achieves Level 2 for the first criterion.
- The descriptive and undifferentiated approach, however, means that the presentation cannot achieve a specific perspective on its topic and achieves Level 1 for the second criterion.
- Structure is also lacking, as the presentation consists of a series of pieces of information about its topic, with no clear progression between them, and scores Level 1 again here.
- As the recording of the presentation stops after three minutes (and no transcript has been provided), it must be awarded 0 for the conclusion.
- There is a PowerPoint, but it only consists of text, and the candidates read from a script, meaning communication methods are limited overall and Level 1 is achieved here.

Total mark awarded: 5 out of 25

This candidate response fits with a high Level 1. There is insufficient quality for it to be placed any higher.

Reflective paper

Mark scheme

Level	Marks	Indicative descriptors
5	9–10	<ul style="list-style-type: none"> The candidate engages in a probing and critical evaluation of their own practice in working with others to identify a local problem and explore possible solutions. The candidate reflects fully on how their personal standpoint and scope for future research have been affected by alternative team and research perspectives.
4	7–8	<ul style="list-style-type: none"> The candidate engages in some effective evaluation of their own practice in working with others to identify a local problem and explore possible solutions. The candidate undertakes some clear reflection on how their personal standpoint and scope for future research have been affected by alternative team and research perspectives.
3	5–6	<ul style="list-style-type: none"> The candidate evaluates to some extent their own practice in working with others to identify a local problem and explore possible solutions. The candidate undertakes some reflection on how their personal standpoint and scope for further research have been affected by alternative team or research perspectives.
2	3–4	<ul style="list-style-type: none"> The candidate attempts to evaluate their own practice in identifying a local problem and exploring possible solutions, but may lack consideration of their work with others. The candidate attempts to reflect on their personal viewpoint or scope for further research, but may lack a consideration of alternative team or research perspectives.
1	1–2	<ul style="list-style-type: none"> The candidate shows limited evaluation of their own practice and lacks consideration of their work with others. The candidate shows limited reflection on their personal viewpoint and scope for further research and lacks any consideration of alternative team or research perspectives.
0	0	No creditworthy material has been submitted.

Example candidate response – Level 5

Reflection

As a whole, I believe the group worked well together. Each group member did their share of the work and contributed to the discussion. During the brainstorming process, I felt that I was in a leadership role. I posed questions and discussions that helped formulate how the work would be divided. Leading the discussion like this was a new experience for me. Kathryn was a major factor in deciding our topic; since she is already knowledgeable about various diseases, we decided to use a topic in that category. Because of her knowledge of the topic, she was able to provide extra insight and information. She also recommended reliable sources from which to get our information. During the research process, we all separated somewhat to do our own research for our specific lenses. We collaborated after we had finished creating our PowerPoint presentations and presented our topics to each other. Afterwards, we offered helpful insight and constructive criticism to each other. To formulate our group solution, we took the best points from each of our lenses and put them together. Jennifer provided lots of insight during this part of the process and played a major role in the finalization of our group solution. Overall, personal standpoints and existing opinions did not halt the productiveness of my group. We each listened to and respected each other's ideas.

Our group solution included the best points from each of our individual solutions. We decided that strict safety regulations and routine inspections are crucial to maintain a safe environment for both the workers and the poultry. Some of the safety regulations include maintaining a sanitary environment and providing the workers with proper protective gear. This portion came from my solution, which looked through an economic lens. I had proposed that routine and random inspections be conducted in order to ensure that regulations are being met. We all quickly agreed that this needed to be part of our group solution. We also agreed that outbreaks should be reported, but not to a point of causing panic. The extent of media reports caused some debate. My solution involved little attention by the media, while both Kathryn and Jennifer pushed for full media coverage. We ended up deciding that outbreaks should always be reported, but not to the extent of over-reporting the issue, since news of an outbreak can cause people to panic. Infected poultry must be quarantined and poultry flocks should be vaccinated. This part of our solution stemmed from Kathryn's and my solutions. She had decided to look through a scientific lens. I had suggested quarantine of infected poultry to keep the rest of the flock safe. Kathryn added the need for vaccinating poultry, as most cases of avian flu involve a human coming into contact with infected domestic poultry. This would involve a larger distribution of vaccines to poultry farmers. Finally, we decided that vaccines should be sent to areas that are extremely at risk such as China and the Middle East. This was from Jennifer's solution. Since she was looking through an ethical lens, she pushed for vaccination of humans. Since sending vaccines overseas is expensive, we decided that sending them to areas where avian flu was the most common was a logical solution. It should also be ensured that workers receive these vaccines as well, since they work in close quarters with poultry and are most at risk.

Throughout the duration of this project, I learned much about avian flu and the dangers it poses to our world. Before I had extensively researched the project, I believed it was merely a mild strain of flu that one could catch from wild birds. I learned that the virus is much more

Example candidate response – Level 5, continued

dangerous than that and the possibility of a global pandemic (if it becomes human to human transmissible) is a huge threat. Despite the research that my group and I did, there is still much more information to be found that will help formulate a better solution for keeping avian flu under control. For instance, part of my group's collaborated solution was to enforce strict safety regulations involving the poultry. Further research should be conducted in order to understand what regulations are already in place and how they are enforced. With this information, we would have been able to come up with a detailed strategy of what regulations should have been put in place and followed. Another part of our group solution was sending vaccinations to high risk areas. In order to decide which areas are at the most risk of contracting avian flu, we would need to find records and reports of outbreaks of poultry and human cases. This information could likely be acquired from the CDC or WHO websites. Those statistics could help us decide where vaccines were in the highest demand.

Examiner comment – Level 5

- This reflective paper resulted from a team project exploring the problem of avian flu and different solutions for preventing its transmission. It begins with some effective evaluation of the candidate's own practice in working with others, identifying and assessing the effectiveness of each member in the first paragraph in terms of their role. This could perhaps have been developed further as a set of judgements, but meets the criteria for Level 4.
- The candidate's reflection on the development of their own standpoint is a real strength however, moving on from a summary of the group solution to a precise and detailed explanation of how each member's perspective compared with their own, and therefore developed and challenged the candidate's position. This is continued in the discussion of further research, meriting a Level 5 for this criterion.

Total mark awarded: 9 out of 10

This candidate response fits with a low Level 5.

Example candidate response – Level 4

My team and I worked extremely well together on this project. During our class time we debated on which question to pursue and found sources to back up each side of our argument. We looked hard for a local source with something to do with sexism because we all felt a connection to the topic since we are women. When I came across the “PGA President” source my team and I instantly agreed that it would be our local source. We then assigned each person a job to look for different perspectives on the issue. One researched sexism in the workplace, another researched sexism in society, and the last one researched sexism in culture. Our team had no conflicts or disagreements that would hinder our work effort. Moreover, one morning our team even woke up at five am so we could Skype call each other. We had an extremely time effective system of assessing each source where we created an outline for the articles and took out both the important information of each piece and assessed the credibility. This made it very easy for me personally to finish off the individual part of my project and create my PowerPoint. I am very happy with and proud of my team and wouldn't have wanted to do it with anyone else.

However if I could improve one thing it would be that we narrow down our research and focus on fewer articles. After we found twenty articles that we deconstructed together we each could then decide which articles we wanted to include in our own project. With so many sources and information I wanted to include it made it hard to construct a PowerPoint within the time limit and thus I had to take out a large chunk I research I wanted to go over in my presentation. Moreover, I think to improve our argument we must include more credible research on how sexism doesn't exist in today's society and include more perspectives from the opposite sex that stand up for women and their struggles.

When coming up with solutions to our sexism issue, it was fairly easy to agree on which solutions we all felt were best. Like I said before, my team and I are three girls raised in similar environments, thus our working well together may be a side effect of having similar perspectives on life. This could seriously hinder our research since our own perspectives are not diverse and limited to our own scopes as seventeen-year-old girls. However, we tried our best to remove our personal biases from the argument when assessing the articles and make the debate an even playing field. Thus we believe our solutions to preventing sexism are valid. Our team thought some workable solutions would be to educate the public on human rights, contact local governments to support women rising in society, and to boycott media's that portray women in a manner that lowers their self worth. We all felt that these solutions would be easy to implement in the world and would lead to the generations to come to see women as equals with men.

Personally as a young lady myself, I didn't realize the extent of sexism globally. I live in a sheltered little town where people don't appear to be sexist. The research has both opened my eyes and filled me with sorrow to think that so many girls in the UK are ruined mentally due to sexism and that women in Africa can't even control what happens to their own body. Before this project I would have considered myself to be neutral in the sexist debate, but now I see that my previous position was selfish. It was selfish of me not to consider woman all around the world and that just because in my current moment where I live sexism isn't ubiquitous doesn't mean that some girl my same age isn't experiencing it in China or Nigeria. As my fellow teammates and I were reading some of our research articles we all got really mad and sometimes even riled up over what was happening to women all over the world and even in our own backyard without us seeing it. I now see little bits of sexism in my own hometown, where I thought sexism didn't exist initially. This research has opened my eyes to show me that even I have been influenced by sexism by growing up with it and thinking it was just normal.

Examiner comment – Level 4

- Here the candidate is reflecting upon her project investigating sexism. The candidate evaluates to some extent their practice in working with others, referring to their common context as young women, and some specific examples of how they communicated and how this related to the construction of the candidate's own presentation. This level of evaluation achieves Level 3/4 on the mark scheme. It should be noted here that the differentiation of the candidate's own perspective from other team members is much clearer here, but cannot be credited as this must take place in the presentation where their argument is presented rather than the reflective paper.
- Much more effective, however, is the reflection on how the candidate's research has developed her views. The final two paragraphs, where she assesses her own homogenous and limited perspective against her discovery of the global range and diversity of examples of sexism constitute clear reflection on their personal standpoint.

Total mark awarded: 7 out of 10

This candidate response fits with a low Level 4.

Example candidate response – Level 3

Reflection Essay

In the process of working with my group over the past few months, I have become more aware of the lasting effects human actions have on the environment. As each of us researched our separate topics, we came across an enormous amount of information not one of us was aware of. How fish farming can bring in money, but can also cost an immense amount of money. However, we concluded, that if it is not well monitored, we will soon be surrounded by fishless oceans.

As a whole, our group worked very well together. Alyssa Juzwa took control of the group from the beginning. Her role as a leader was not overdone, it was greatly appreciated because it directed us all to what needed to be done. It was obvious she was very passionate about this subject, which helped drive her to take on that role. Ashley Thompson was also very impassioned by the topic of fish farming; however, she was not as dominating throughout the project. She was not afraid to speak up though and ask questions when confused, which I admired. Ashley Nugyen offered assistance on how to be a strong speaker and properly use your voice for emphasis. This came in handy on our presentations because it allowed us to express the importance of each of our individual topics. Dylan Tran also contributed useful information and points of view to our discussions. His ability to research and explain his findings well, made it easier for us to get an overview of the entire topic. I, as well as the rest of the group, offered good input into our meetings. I asked questions that made each one of us think more in-depth on the topic and want to find out more. Our first meeting we came up with our group topic and each person's subtopic, allowing us to start our research right away. Then we had meetings that were randomly scheduled just to make sure we were all keeping up with our research to complete our separate part of the project.

Fish farming is a very large industry that is becoming more and more popular throughout the globe. This made it very easy for us to break it up into five subtopics. Alyssa Juzwa did the technology and science of fish farming, Ashley Thompson did the social aspects, Dylan Tran did the economic aspects, Ashley Nugyen did the environmental, and lastly, I did the political aspects of fish farming. Alyssa Juzwa's points were very global and specific. She also did a very good job at explaining the points she made so others listening to her could understand exactly what she was talking about. She concluded at the end, that if we as humans, continue to use technology to help with fish farming, we will soon be swimming in a fishless ocean. Ashley Thompson's voice was very expressive and her posture was nice. Her local example was; however, not a great example because it wasn't completely local to Sarasota. Her validations though were powerfully placed and made her argument stronger. At the end, she conclude that fish farming was different in many cultures, but overall it is harmful to fish and consumers. Ashley Nugyen did not have that much variety to her voice, but her examples and facts were very well placed. Unfortunately, she may have ran out of time, meaning some of her presentation

Example candidate response – Level 3, continued

could potentially not be graded. Ashley's conclusion was, fish farming is hurting the environment because of the pollution it is creating and it needs to be monitored more closely or put to an end. Dylan Tran's examples on how economics are directly affected due to fish farming were well written, but not explained too well. His presentation was nicely aid out, but he did not seem very prepared, as his eye contact lacked throughout the whole thing. He concluded that fish farming was negatively impacting the economy because it was so expensive and fewer people can afford it anymore.

After looking over each of our individual conclusions and possible solutions, we came to a joint one. As a group, we decided that although fish farming offers a way to feed large populations, with the lack of laws and enforcement and negative environmental affects, it is not worth it. Fish farming should not be allowed any longer because there is no positive future from it.

Examiner comment – Level 3

- This reflective paper is the candidate's response to a team project which focused on the issue of fish farming. It is at its strongest when it describes the actions and contributions of each team member in detail. This section contains some assessment of their success together, meaning the candidate can evaluate to some extent their practice working together with others (Level 2/3), but does not focus directly and in detail on evaluation of the effectiveness of the group work.
- The reflective paper also evaluates the individual performance of each team member even though this is not specifically called for by the mark scheme. The paper concludes with the 'joint' conclusion of the group, shared by the candidate. This enables them to reflect to some extent on their own viewpoint, but consideration of how this has been affected by the views of others is lacking, therefore giving Level 2/3 for the second criterion.

Total mark awarded: 5 out of 10

This candidate response fits with a low Level 3. It does not have sufficient Level 3 quality to justify a mark at the top of Level 3 but holistically it is stronger than the Level 2 descriptor. A mark of 5 is the best fit.

Example candidate response – Level 2

In all honesty, I feel as if the communication between my partner and I were not the best. Of course we have talked through how we would structure our presentation, who would write and present about what and have supported each other throughout the whole project, when we needed it. This group project was not the hardest, yet again, it was not the easiest. In comparison with other groups in our Global Perspectives class, there was only two of us in the AS Level class, which limited our options to choose a partner and limited our numbers in a group. In a way I do not feel that it is fair to say that we had a disadvantage just because our group was made up only two people. Although it was definitely a lot more work than what others had to do. Or at least I feel as if it was like that. The project itself did take some time to work on for the both of us. The paragraphs I have written are from both our perspectives of the good things, the bad things and the things we could have improved in. There were a couple of things that we had agreed on that we did well and a couple of things we agreed on what we did good and what we did wrong and things we agreed on which could have been improved. It was not easy.

I think that we gave each other some good ideas of what we could write and talk about. As well as that, I think that we've been in on track of what we've been needing to do. The support and the understanding of each other was just fine. As struggles of not having such a big group in comparison to other groups in the class, I honestly think that we worked quite well (individually). It is honestly not easy having only one other person in a group, giving us almost double the work for the both of us. Having such a big topic – Global Warming – and for only two people takes a lot of effort and a lot of time, but I believe that we worked through it with good hope for the outcome.

Although, there were a couple of disadvantages to this project. I do not think that we've had enough communication. That we sat in the same room but did not explain to each other everything about what we actually wrote down in details. Even though we talked a bit about what we have written down but I do not feel as if it was enough. It was difficult to actually work together or talk about the project together outside school. We do not live in the same house or part of school so it was difficult to figure out hours to which we would be working together. As well as figuring out when we could work together, we've been getting quite a load of homework and quite a lot of activities, so it takes up a lot of our free time. I do not feel that Facebook or Skype would have helped a great deal but of course it would have made a some kind of difference. I think that making a schedule of when we're going to work together, and how many hours would have made our planning and our work more efficient and we may not have been in a hurry. Although, even if I hadn't started on my group work right away, I had finished my part of the presentation before my partner did, but that was because I had actually worked on it in the time we had, using up my hours wisely, unlike my partner.

There is always room for improvements! I can think of a couple of things that we have agreed on that we could have done better. Looking back at what I've written in the above paragraphs, I can say that lack of communication could be improved. Togetherness could be improved as well (using time out of school to work on the group of project). Though, with the struggle of only being two in the group, I think that learning to cope with double as much work is a good strategy that we will have to grow with. This would have given us an advantage of polishing our work with hopes for our reader's satisfaction. I admit that I, and my partner, did not start right away. It did take me, at least, a couple of weeks to start writing, though for the couple of weeks before actually starting the project, I was wondering what would be in it, what I would write, what I would say as well as the improvement and the ups and downs of this project.

Examiner comment – Level 2

- This is a good example of how the quality of a reflective paper can benefit if a candidate is focused and detailed in evaluating their experiences of team work. They go into specific detail in explaining the factors which had negative impact on the team working effectively. The candidate does well in evaluating the impact of this on their project as a whole. This means that the reflective paper meets the requirements for Level 4 on the first criterion.
- However, there is no reference at all to their personal standpoint on the topic itself, or how that was developed by the other team member or their research, so receives 0 for the second criterion. This inconsistent profile of performance leads to a Level 2 achievement overall.

Total mark awarded: 4 out of 10

This candidate response fits with a high Level 2. The quality of their evaluation on the team work is such that a mark at the top of Level 2 is the best fit.

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