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

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PUBLISHED**Generic Marking Principles**

These general marking principles must be applied by all examiners when marking candidate answers. They should be applied alongside the specific content of the mark scheme or generic level descriptors for a question. Each question paper and mark scheme will also comply with these marking principles.

GENERIC MARKING PRINCIPLE 1:

Marks must be awarded in line with:

- the specific content of the mark scheme or the generic level descriptors for the question
- the specific skills defined in the mark scheme or in the generic level descriptors for the question
- the standard of response required by a candidate as exemplified by the standardisation scripts.

GENERIC MARKING PRINCIPLE 2:

Marks awarded are always **whole marks** (not half marks, or other fractions).

GENERIC MARKING PRINCIPLE 3:

Marks must be awarded **positively**:

- marks are awarded for correct/valid answers, as defined in the mark scheme. However, credit is given for valid answers which go beyond the scope of the syllabus and mark scheme, referring to your Team Leader as appropriate
- marks are awarded when candidates clearly demonstrate what they know and can do
- marks are not deducted for errors
- marks are not deducted for omissions
- answers should only be judged on the quality of spelling, punctuation and grammar when these features are specifically assessed by the question as indicated by the mark scheme. The meaning, however, should be unambiguous.

GENERIC MARKING PRINCIPLE 4:

Rules must be applied consistently e.g. in situations where candidates have not followed instructions or in the application of generic level descriptors.

GENERIC MARKING PRINCIPLE 5:

Marks should be awarded using the full range of marks defined in the mark scheme for the question (however; the use of the full mark range may be limited according to the quality of the candidate responses seen).

GENERIC MARKING PRINCIPLE 6:

Marks awarded are based solely on the requirements as defined in the mark scheme. Marks should not be awarded with grade thresholds or grade descriptors in mind.

Question	Answer	Marks	Guidance
1	<p>Identify and explain <u>three</u> reasons why there is a gender gap in employment according to the author of Document 1.</p> <p>Candidates might consider some of the following:</p> <ul style="list-style-type: none"> • A belief that women should not work • Tight political control over women • Large numbers of women leave the labour force when they marry and have children • Women’s jobs tend to be the lowest earning • Women’s jobs tend to be least secure • Women’s jobs tend to be the most dangerous • Job choice is limited • Cultural barriers • Labour laws allow for exploitation of women 	6	<p>Candidates are required to identify and explain <u>THREE</u> reasons why there is a gender gap in employment.</p> <ul style="list-style-type: none"> • Examiners should note that the question is worth only six marks, one mark should be awarded for each reason identified and a further mark for each explanation. • A maximum of 3 marks for up to 3 reasons identified. • A maximum of 3 marks for up to 3 explanations.

Question	Answer	Marks	Guidance
2	<p>Assess the strengths and weaknesses of the author's argument.</p> <p>Indicative Content</p> <p>Candidates are likely to consider some of the following:</p> <p>Strengths:</p> <ul style="list-style-type: none"> • The author's argument includes a large amount of statistical evidence, and in some instances the source of the information is acknowledged. • The author uses a wide range of examples and they are drawn from across the world. • A precise example, with the garment factory in Bangladesh is used to support the argument. • The argument is balanced with the author acknowledging both the difficulties, but also the possibilities for women (through globalisation). • Avoids the use of emotive language. • Clearly structured/easy to follow. <p>Weaknesses:</p> <ul style="list-style-type: none"> • Some of the sources of statistics are not acknowledged • The statistics are not comparable • Some statistics are vague • The Millennium Development Goals report is from 2012 so there may have been significant changes since then. • Some of the claims lack evidence to support them • Some of the argument is based on what 'might' happen, the benefits of changes are not certain. • Claims are made about pay which are not supported • Some sweeping statements • Some gaps in the argument 	10	<p>No set answer is expected and examiners should be flexible in their approach. There is no requirement to use technical terms to access any level and candidates will NOT be rewarded for their use unless they link them directly to the demands of the question. A mark should be awarded in line with the guidance below and the level descriptors in Appendix 1.</p> <ul style="list-style-type: none"> • Responses should focus on the strengths and weaknesses of the argument • At Level 3 candidates must consider both the strengths and weaknesses. • At Level 2 there is likely to be imbalance, with some answers focusing on the weaknesses of the argument, whilst some other answers focus largely on the strengths. Candidates who focus on only the strengths or weaknesses can still achieve any mark within this level depending upon the quality of evaluation. • At Level 1 it is likely that candidates will consider only either the strengths or weaknesses. At this level candidates' answers are likely to be descriptive in approach, particularly at the lower end, if there are attempts at evaluation it may be very generalised.

Question	Answer	Marks	Guidance
3	<p>Which, of Documents 1 and 2, is more convincing in its view about women’s participation in the economy?</p> <p>Any valid and supported comparison should be accepted. Examiners should be flexible in their approach.</p> <p>Candidates might consider some of the following:</p> <ul style="list-style-type: none"> • Comparison of use of statistics • Comparison of bias/balance/vested interest • Comparison of use of evidence/sources/citation • Comparison of provenance/date of publication • Comparison of logic of argument • Comparison of use of examples • Comparison of use of language 	14	<p>Responses should focus on key reasons and evidence in both documents, to compare the perspectives and synthesise them in order to reach a reasoned judgement. In order to assess which document is more convincing, candidates should consider not only the content of the documents, but critically assess the arguments put forward through a consideration of issues such as the nature of the passages, purpose and language. A mark should be awarded in line with the guidance below and the level descriptors in Appendix 2.</p> <ul style="list-style-type: none"> • At Level 3 candidates will reach a judgement regarding which document is the most convincing in its view about women’s participation in the economy. In order to do this they will have covered a significant range of issues, and evaluated them clearly. Response offering some high quality evaluative points may be placed lower in this level. To reach the top of this level the full descriptor must be met. • At Level 2 there will be some evaluation and comparison, but it will be either poorly developed or limited in the areas covered. • At Level 1 there will be very little comparison of the passages or evaluation and candidates may simply describe the documents or identify areas of similarity and difference. <p>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 passages and look to evaluate a range of issues if they want to access the higher levels. Candidates may cover a range of issues, such as the reliability of the documents, by looking at their origin. There might be consideration of the evidence that is used by the two authors and the quality of their arguments and reasoning.</p>

Appendix 1: Level descriptors for Q2

<p>Level 3 8–10 marks</p>	<p>Sustained evaluation of strengths and weaknesses of reasoning and evidence; critical assessment with explicit reference to how flaws and counter argument support the overall argument.</p> <p>Highly effective, accurate and clearly expressed explanation and reasoning; clear evidence of structured argument/discussion, with conclusions reached/explicitly stated in a cogent and convincing manner.</p>
<p>Level 2 5–7 marks</p>	<p>Some evaluation of strengths and weaknesses of reasoning and evidence, but evaluation may focus on one aspect; assessment of flaws etc. may not link clearly to the overall argument.</p> <p>Effective and generally accurate explanation and reasoning; some evidence of structured argument/discussion; conclusions may not be explicitly stated or link directly to the analysis.</p>
<p>Level 1 1–4 marks</p>	<p>Little or no evaluation of strengths and weaknesses, although flaws etc. may be identified.</p> <p>Level of communication is limited, response may be cursory or descriptive; communication does not deal with complex subject matter.</p>

Appendix 2: Level descriptors for Q3

<p>Level 3 11–14 marks</p>	<p>Answers at this level will demonstrate a sustained judgement about which Document is most convincing. There will be sustained evaluation of alternative perspectives; critical assessment with explicit reference to key issues raised in the passages leading to a reasoned and sustained judgement.</p> <p>Highly effective, accurate and clearly expressed explanation and reasoning; clear evidence of structured argument/ discussion, with conclusions reached/explicitly stated in a cogent and convincing manner.</p>
<p>Level 2 6–10 marks</p>	<p>Answers at this level will be more than just a comparison of the two documents; there will be some evaluation, but this will not be sustained and may focus on one perspective; assessment may not link key reasons and evidence clearly to the perspective or to the reasoned judgement.</p> <p>Effective and generally accurate explanation and reasoning; some evidence of structured argument/discussion; conclusions may not be explicitly stated or link directly to analysis.</p>
<p>Level 1 1–5 marks</p>	<p>Answers at this level will describe a few points and there will be little or no evaluation of perspectives, although some relevant evidence or reasons may be identified. If there is any judgement it will be unsupported or superficial.</p> <p>Level of communication is limited; response may be cursory or descriptive; communication does not deal with complex subject matter.</p>