

Cambridge International AS & A Level

GLOBAL PERSPECTIVES & RESEARCH

9239/12

Paper 1 Written Exam

February/March 2024

MARK SCHEME

Maximum Mark: 45

Published

This mark scheme is published as an aid to teachers and candidates, to indicate the requirements of the examination. It shows the basis on which Examiners were instructed to award marks. It does not indicate the details of the discussions that took place at an Examiners' meeting before marking began, which would have considered the acceptability of alternative answers.

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

Cambridge International will not enter into discussions about these mark schemes.

Cambridge International is publishing the mark schemes for the February/March 2024 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **24** printed pages.

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 descriptions 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.

PUBLISHED**Social Science-Specific Marking Principles
(for point-based marking)****1 Components using point-based marking:**

- Point marking is often used to reward knowledge, understanding and application of skills. We give credit where the candidate's answer shows relevant knowledge, understanding and application of skills in answering the question. We do not give credit where the answer shows confusion.

From this it follows that we:

- a** DO credit answers which are worded differently from the mark scheme if they clearly convey the same meaning (unless the mark scheme requires a specific term)
- b** DO credit alternative answers/examples which are not written in the mark scheme if they are correct
- c** DO credit answers where candidates give more than one correct answer in one prompt/numbered/scaffolded space where extended writing is required rather than list-type answers. For example, questions that require *n* reasons (e.g. State two reasons ...).
- d** DO NOT credit answers simply for using a 'key term' unless that is all that is required. (Check for evidence it is understood and not used wrongly.)
- e** DO NOT credit answers which are obviously self-contradicting or trying to cover all possibilities
- f** DO NOT give further credit for what is effectively repetition of a correct point already credited unless the language itself is being tested. This applies equally to 'mirror statements' (i.e. polluted/not polluted).
- g** DO NOT require spellings to be correct, unless this is part of the test. However spellings of syllabus terms must allow for clear and unambiguous separation from other syllabus terms with which they may be confused (e.g. Corrasion/Corrosion)

2 Presentation of mark scheme:

- Slashes (/) or the word 'or' separate alternative ways of making the same point.
- Semi colons (;) bullet points (•) or figures in brackets (1) separate different points.
- Content in the answer column in brackets is for examiner information/context to clarify the marking but is not required to earn the mark (except Accounting syllabuses where they indicate negative numbers).

3 Calculation questions:

- The mark scheme will show the steps in the most likely correct method(s), the mark for each step, the correct answer(s) and the mark for each answer
- If working/explanation is considered essential for full credit, this will be indicated in the question paper and in the mark scheme. In all other instances, the correct answer to a calculation should be given full credit, even if no supporting working is shown.
- Where the candidate uses a valid method which is not covered by the mark scheme, award equivalent marks for reaching equivalent stages.
- Where an answer makes use of a candidate's own incorrect figure from previous working, the 'own figure rule' applies: full marks will be given if a correct and complete method is used. Further guidance will be included in the mark scheme where necessary and any exceptions to this general principle will be noted.

4 Annotation:

- For point marking, ticks can be used to indicate correct answers and crosses can be used to indicate wrong answers. There is no direct relationship between ticks and marks. Ticks have no defined meaning for levels of response marking.
- For levels of response marking, the level awarded should be annotated on the script.
- Other annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

Instructions for examiners

The total mark for this paper is 45. **Question 1** assesses AO1 skills.

Question 2 assesses AO1 skills. **Question 3** assesses AO1 and AO3 skills.

Question 1 is points marked using ✓ or ✗. Answers to **Question 1** can be brief, using short sentences or bullet points.

Answers to **Question 2** and **Question 3** should be written in continuous prose.

For **Question 2** and **Question 3** annotate clearly in the left-hand margin according to the specific instructions provided.

Refer to the marking grid at the end of each question to award a mark based on the annotations for each aspect (e.g. AO1a). Record the mark for each aspect (e.g. AO1a) in the right-hand marking panel on RM Assessor.

Indicative content or exemplar responses are provided as a guide. Inevitably, the mark scheme cannot cover all responses that candidates may make for all the questions. In some cases, candidates may make responses which the mark scheme has not predicted. These answers should nevertheless be credited according to their relevance and quality.

The definition of **perspective** used in this syllabus is: a perspective is a coherent world view which is a response to an issue. It is made up of argument, evidence, assumptions and may be influenced by a particular context.

Question	Answer	Marks
1(a)	<p>The author of Document A discusses increases in coffee prices around the world.</p> <p>Identify <u>three</u> solutions to the global coffee crisis, as given by the author of Document A.</p> <p>The question assesses AO1.</p> <p>Answers to Question 1 can be brief, using short sentences or bullet points.</p> <p>Show a correct answer with ✓ in the text, up to a maximum of three marks.</p> <ul style="list-style-type: none"> • fixing distribution problems • addressing labour shortages • broader climate action • fair global trade system <p>Do not accept:</p> <ul style="list-style-type: none"> • end Covid 19 • moving up the mountain • open up ports 	3

Question	Answer	Marks
1(b)	<p>The authors of Document B discuss the exploitation of African coffee growers.</p> <p>Identify <u>two</u> African countries where farmers do not receive a fair price, as given by the authors of Document B.</p> <p>The question assesses AO1.</p> <p>Answers to Question 1 can be brief, using short sentences or bullet points.</p> <p>Show a correct answer with ✓ in the text, up to a maximum of two marks.</p> <ul style="list-style-type: none">• Ethiopia• Uganda• Kenya <p>Do not accept:</p> <ul style="list-style-type: none">• Africa• Brazil• India	2

Instructions for Question 2

The question assesses AO1 (Research, analysis and evaluation).

Answers should be written in continuous prose. There is no requirement for candidates to use technical terms to access any level and candidates will NOT be rewarded for their use unless they link them directly to the assessment made.

Annotate clearly in the left-hand margin according to the instructions provided below.

There are three aspects to consider when marking the answer. Annotations for each aspect are listed in **increasing order of significance**. For example, in AO1a **EG** reflects a **higher skill** than **T**. This is reflected in the mark tables.

- **Identify evidence (AO1a)**. Candidates should identify a range of types of evidence and give examples. Annotate with **T** if no example given or **EG** if type is given and exemplified.

T	Identify type of evidence. (Without an example)
EG	Example of type of evidence.

- **Analyse strengths and weaknesses of evidence (AO1b)**. Candidates should analyse both strengths and weaknesses of a range of evidence used by the author including an explanation. For **limited** explanation use **+** for strength and **-** for weakness. For clear explanation use **EXP**.

+	Strength of evidence recognised but with limited explanation.
-	Weakness of evidence recognised but with limited explanation.
EXP	Strength or weakness of evidence clearly explained.

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- **Evaluate evidence (AO1c).** Impact of evidence may be **asserted** and not explained (**A**). Evaluation may be **attempted** but not explained (**I ^**) [**I** and **^** are two separate annotations on RM]. Candidates **explain** the impact of evidence on the author's argument/perspective [**I**] and include a **judgement** of its effectiveness. (**I J**).

A	Impact of evidence is asserted and not explained.
I ^	Shows undeveloped point of evaluation. Evaluation attempted but not explained.
I	Evaluation of impact of evidence on argument/perspective.
I J	Evaluation of impact of evidence on argument/perspective and includes judgement.

Marking Grid for Question 2

Examiners should allocate a mark for each aspect (AO1a, AO1b, AO1c), using the mark descriptors and required annotations.

AO1 Research, analysis and evaluation

AO1a Identify evidence	Mark	Annotations
Identifies a wide range of different types of evidence with examples	5	4 EG or more
Identifies a range of different types of evidence with examples	4	3 EG
Identifies a limited range of different types of evidence with examples	3	2 EG
Identifies a limited range of evidence, using different types or examples	2	2 T or 1 EG
Identifies one type of evidence	1	1 T
Identification of evidence is not present. No creditable material.	0	No T or No EG

AO1b Analyse strengths and weaknesses of evidence	Mark	Annotations
Analyses strengths and weaknesses of a wide range of evidence with clear explanation	5	2 + (or more) and 2 - (or more) with 2 or more EXP
Analyses strengths and weaknesses of a range of evidence with clear explanation	4	2 + (or more) and 1 - (or more) (or opposite) with 1 EXP
Analyses strengths and weaknesses of a range of evidence with limited explanation	3	2 + (or more) and 1 - (or more) (or opposite) with 0 EXP
Analyses strengths or weaknesses of a range of evidence with limited explanation	2	[2 +] or [2 -] or [1 + and 1 -]
Explanation of strengths or weaknesses of evidence is limited	1	[1 +] or [1 -]
No analysis is present. No creditable material.	0	No + or - or EXP

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AO1c Evaluate evidence	Mark	Annotations
Evaluation includes explanation of the impact of evidence on the argument/ perspective and makes a range of reasoned judgements	5	2 I (or more) and I J
Evaluation includes explanation of the impact of evidence on the argument/ perspective and make a reasoned judgement	4	2 I (or more)
Evaluation includes an explanation of the impact of evidence on the argument/ perspective	3	1 I
Evaluation is attempted but lacks clarity, and the impact of evidence on the argument/perspective is not explained	2	1 I ^ (or more)
The impact of evidence on the argument/perspective is asserted and not explained	1	1 A (or more)
No evaluation is present. No creditable material.	0	No A, I ^, I or I J

Examiners allocate a mark for each aspect (AO1a, AO1b, AO1c), using the mark descriptors and required annotations.

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Question	Answer	Marks
2	<p>Assess the strengths and weaknesses of the evidence used by the author of Document A to support their argument about the incoming coffee crisis.</p> <p>In your answer, include the impact of the evidence on the author’s argument.</p> <p>Indicative content No set answer is expected, and examiners should be flexible in their approach. Candidates may include some of the following indicative content.</p> <p>Strengths</p> <ul style="list-style-type: none"> • <i>[annotated example]</i> Credible sources (T) strengthen the argument (+). The author cites United Nations Conference on Trade and Development (EG), which has a strong reputation internationally (EXP). The use of this credible source helps convince the reader that author is trustworthy and makes their argument more convincing (I). • Provenance – author’s background as policy analyst for a business platform is relevant. • Ability to see first-hand – author focuses on India and is based in India working for TRANSFIN which is an Indian publisher. • Precise quantitative evidence – Zona Cafetera region has warmed by 1.2 degrees since 1980. • Contextual example – e.g. ‘coffee harvesting is a labour-intensive process, meaning it cannot be done whilst maintaining social distancing. So, for instance, when India went into a national lockdown last year, thousands of migrant workers were forced to return to their homes.’ • Historical evidence – Until 1989, coffee prices were relatively stable despite fluctuating outputs. • Plausible prediction – With global temperatures predicted to rise by 1.5–2 degrees. 	15

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Question	Answer	Marks
2	<p>Weaknesses</p> <ul style="list-style-type: none"> • Provenance – limited detail about TRANSFIN and the author may have no explicit expertise in coffee production and trade. • Vague claims – e.g. ‘Many small-scale farmers moved onto more profitable crops or sold their lands to larger producers. This may have negative effects as global demand continues to surge.’ • Unsourced evidence – ‘At least 500 billion cups are consumed each year.’ • Vague sources of evidence – ‘who grow 60% of all coffee, according to CARTO’ – who or what are CARTO? 	

Instructions for Question 3

The question assesses AO1 (Research, analysis and evaluation) and AO3 (Communication).

Answers should be written in continuous prose. There is no requirement for candidates to use technical terms to access any level and candidates will NOT be rewarded for their use unless they link them directly to the assessment made.

A perspective is made up of argument, evidence and assumptions and may be influenced by a particular context.

Annotate clearly in the left-hand margin according to the instructions provided below.

There are five aspects to consider when marking the answer. Annotations for each aspect are listed in **increasing order of significance**. For example, in AO1a **C** reflects a **higher skill** than **K**. This is reflected in the mark tables.

- **Identify and compare key components of arguments (AO1a)**. Candidates should identify a range of key components of arguments from both documents. Annotate with **K** if key component is identified for one document and **C** if key component is compared for both documents.

K	Identification of key component of argument for one document.
C	Comparison of key components from both documents.

- **Analyse and compare perspectives (AO1b)**. Candidates should analyse by identifying, describing and explaining the perspectives given in both documents. **Identification only (P ^)**, identification with **limited description (P)**, **comparing and describing in both documents (PD)** and **comparing and explaining in both documents (PE)**.

P ^	Identification of perspectives with no description.
P	Identification of perspectives with limited description.
PD	Analyses by comparing and describing perspectives in both documents.
PE	Analyses by comparing and explaining perspectives in both documents.

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- **Evaluate arguments (AO1c).** Candidates should aim to evaluate key components of arguments with clearly illustrated and balanced reference to **both documents**. Evaluation may be **unsupported** (asserted) (**ND**). Evaluation includes illustration with reference to both documents. (**EVAL**).

ND	Unsupported or undeveloped evaluation of a key component of argument.
EVAL	Evaluation of key components of argument.

- **Judgement about argument and perspective (AO1d).** Candidates should aim to give a reasoned and supported answer which includes intermediate conclusions and a main conclusion. The judgement may be **unsupported** (**U ^ or U**), **partly supported** (**J ^**) or **clearly reasoned and supported** (**J**).

U ^	Unsupported judgement – stated only
U	Unsupported judgement – with reasoning
J ^	Partly supported judgement – with reasoning
J	Supported judgement – with reasoning

- **Communication (AO3):** A candidate should aim to produce a clearly expressed, well-structured and logical argument that is focused throughout on the question.

Structure should include introduction, clear paragraphs and conclusion, should flow and answer the question. Each paragraph should follow on logically and contain a separate point. Each new idea should be clearly indicated – preferably in a new paragraph.

‘Logical’ means that it is easy to follow the argument as there are no sudden changes of direction leading to confusion in the reader.

No annotation is required except **NAQ** to show not linking to the question. **The mark should be selected by using the guidance that follows the mark tables. Choose the most appropriate descriptor in the marking grid.**

NAQ	Not answering the question
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PUBLISHED**Marking grid for Question 3 – AO1 Research, analysis and evaluation**

AO1a Identify and compare key components of arguments	Mark	Annotations
Compares a wide range of key components of arguments from both documents	5	3 C or more
Compares a range of key components of arguments from both documents	4	2 C
Compares a limited range of key components of arguments from both documents	3	1 C
Identifies key components of arguments with no comparison	2	2 K or more
Limited identification of key components of arguments with no comparison	1	1 K
No identification of arguments. No creditable material.	0	No K, C

AO1b Analyse and compare perspectives	Mark	Annotations
Analyses by comparing and explaining the perspectives given in both documents	5	1 PE or more
Analyses by comparing and describing the perspectives given in both documents	4	1 PD or more
Identifies and compares both perspectives but with limited description	3	2 P (one for each Doc)
Identifies one perspective but with limited description	2	P
Identifies one perspective with no description	1	P ^
No identification of perspectives. No creditable material.	0	No P^, P, PD or PE

AO1c Evaluate arguments	Mark	Annotations
Evaluation of key components of arguments is illustrated by clear, balanced reference to both documents	5	4 or more EVAL (2 or more for each Doc)
Evaluation of key components of arguments is illustrated by clear reference to both documents but lacks balance	4	3 or more EVAL (2 or more for one Doc and one for the other Doc)
Evaluation of key components of arguments with limited reference to both documents	3	2 EVAL / 1 EVAL and 1 ND (both Docs)
Evaluation of arguments is unsupported (asserted) but refers to both documents	2	2 ND refers to Doc A and Doc B
Evaluation of arguments is unsupported (asserted) and only refers to one document	1	1 ND
No evaluation is present. No creditable material.	0	No ND or EVAL

AO1d Judgement about argument and perspective	Mark	Annotations
Judgement is clearly reasoned and supported. Includes intermediate conclusions and a main conclusion	5	J or J ^ intermediate and J in the final conclusion
Judgement is clearly reasoned and supported. Includes either intermediate conclusion(s) or a main conclusion	4	J intermediate or in the final conclusion
Judgement is reasoned but is only partly supported. Includes either intermediate conclusion(s) or a main conclusion	3	J ^ intermediate or in the final conclusion
Judgement is reasoned but not supported	2	U
Judgement is stated without reasons or support	1	U ^
No judgement is made. No creditable material.	0	No U ^, U, J ^ or J

AO3 Communication

Communication	Mark	Guidance
Produces a clearly written, well-structured and logical argument that is focused throughout on the question	5	Meets the descriptor – and contains no NAQ
Produces a clearly written, well-structured argument that links to the question	4	Meets the descriptor
Produces a clearly written argument with uneven structure that links to the question	3	Meets the descriptor
Produces an argument that lacks clarity and structure and does not always link to the question	2	Meets the descriptor
Communication is cursory or descriptive and lacks structure	1	Meets the descriptor
No creditable material	0	Meets the descriptor – NAQ throughout

Examiners should allocate a mark for each aspect (AO1a, AO1b, AO1c, AO1d and AO3), using the mark descriptors and required annotations.

Guidance for awarding marks for AO3 in Question 3.

Note: 'clearly written' refers to the content and the ease of being able to follow the candidates' argument. It should be thought of as: '**clearly expressed**'.

The quality of handwriting should not be considered as a factor when awarding marks. This is not what clearly written means in the descriptors.

If a candidate made little attempt to answer the question and had lots of NAQ (e.g. was very descriptive or wrote an essay on their own opinion of the subject matter) the **maximum** score is **2 marks**.

If a candidate wrote very little/wrote in bullet points/has limited content that addresses the question the **maximum score** is **2 marks**

If a candidate makes no attempt to develop an argument **at all**, the **maximum** score is 1 mark.

If a candidate wrote in continuous prose, expressed themselves clearly and addressed the question, **start at 3 marks** – then consider if it better fits the descriptions above or below 3 marks. If the answer was **not** clearly expressed or **focused mainly on one document**, it lacks clarity **and** has uneven structure and may only be worth **2 marks**.

If the answer has an introduction, clear paragraphs, considers **both documents in a balanced way**, reaches **a judgement** and generally links to the question it could be worth **4 marks**.

If the answer contains the criteria for 4 marks above, **is logical and has no irrelevant content (No NAQ)** it could be worth **5 marks**.

Question	Answer	Marks
3	<p>The authors of both documents present different arguments and perspectives about the global coffee trade.</p> <p>Evaluate the arguments of the authors of both documents. In your answer, consider their perspectives and include a reasoned judgement about whether one argument is stronger than the other.</p> <p>No set answer is expected, and examiners should be flexible in their approach. Candidates may include some parts of the following indicative content.</p> <p>Indicative content – Perspectives</p> <p><i>[annotated example]</i> Doc A's perspective is that the global coffee supply is both complex and vulnerable to a range of factors that will cause an increase in the price of coffee (PD). The author uses two global issues, climate change and Covid 19 to highlight the vulnerabilities of the coffee supply chain and support his perspective that prices will rise (PE). Doc B's perspective is different. The press release argues that the production of coffee is an exploitative industry (PD). This perspective focuses on the exploitation faced by African farmers and is supported by international trade figures and first hand evidence from African farmers which support the perspective that the global trading rules must change. (PE).</p> <p>Indicative content – Arguments</p> <p>No set answer is expected, and examiners should be flexible in their approach. At each point of comparison, candidates may argue that either Document is stronger, or they are equally strong. Candidates may include some of the following indicative content.</p> <p><i>[annotated example]: Emotional appeal</i> – Doc B offers authentic evidence by quoting a poor Kenyan coffee farmer. Her evidence is colourful, engaging and paints a vivid picture of the struggle faced by farmers. Emotive language, 'I am poor, hungry, and shoeless' captures the attention of the reader making the argument powerful. (EVAL) Whereas Doc A is written from a distance by an analyst who hasn't spoken to people 'on the ground' (C). Doc A makes references to farmers having to sell their land or move their farms in generalised terms only. Doc B's engagement with real people's experience makes the document stronger because it is more authentic. (J)</p> <p>Focus/ability to observe – both documents make specific reference to areas of the world in which the author or platform is based. Doc B is more focused on Africa and comes from a platform whose authors engaged directly with African farmers, whereas Doc A's author is more removed from their subject material.</p>	25

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Question	Answer	Marks
3	<p>Structure of Argument – both documents are structured in a similar way beginning with some exposition of the global coffee trade. Doc A has clearer use of structural discursive markers such as ‘In addition’ and ‘Furthermore’ and some clear paragraph openers such as ‘The reasons for increasing prices are complicated’ or ‘Over the past year’. Doc B is more disjointed, shifting from global to local issues without the use of structural signposts.</p> <p>Global scope – both documents recognise the global significance of the coffee industry. Doc A presents evidence from India and Colombia to support the reasoning that the supply chain is vulnerable to externalities. Doc B raises concerns of exploitation in three African countries and makes global contrast with Brazil, India and the US.</p> <p>Evidence – both documents use a range of evidence types with both strengths and weaknesses. Doc A has some historical evidence which Doc B doesn’t, whereas Doc B has some first-person evidence quoting people on the ground to support their argument.</p> <p>Language style – both documents use heightened language. Doc A e.g. ‘A global coffee crisis is knocking on our doors’ and Doc B e.g. ‘blatant exploitation’ or ‘break their backs’. Doc B uses the heightened language to make stark and effective contrasts, e.g. ‘the stock exchanges in Europe and America are swimming in fat coffee profits, but the poor farmers back in Africa are left with incomes that cannot provide even one decent meal per day.’ Doc A’s more generalised argument does not do this.</p> <p>Conclusion – Doc B’s conclusion offers a solution to end the exploitation. The solution is logical though lacks detail about implementation. Doc A offers various solutions to address the coffee price crisis and concludes that the long-term problem of climate change is the biggest threat to supply chains. Neither document shows confidence in their suggested solutions.</p> <p>Indicative content – Judgement</p> <p><i>[annotated example]</i> A candidate may conclude that Doc B is stronger because it has a greater emotional appeal to the reader, allowing them to empathise with the poverty and exploitation faced by African coffee farmers. Doc A is more concerned with the impact on pricing than the impact on people. (J)</p> <p>A candidate may conclude that Doc A is stronger as it has a more objective and informative style that makes it more trustworthy. Doc A is supported by authoritative evidence and global examples that are directly relevant to the issue being discussed, whereas Doc B is too emotive.</p> <p>Neither Doc A or Doc B is stronger. Both documents highlight different issues with the global coffee trade. Doc A is future oriented and focuses on potential supply problems which are supported with evidence, whereas Doc B focuses on the exploitative nature of the coffee trade with real examples happening here and now.</p>	

Annotation	Meaning
	Correct, creditworthy point. Used in Question 1 only.
	Incorrect point. Used in Question 1 only
T	Identify type of evidence. (Without an example) Used in Q2 (AO1a)
EG	Example of type of Evidence. Used in Q2 (AO1a)
+ or -	Strength or weakness of evidence recognised but with limited explanation. Used in Q2 (AO1b)
EXP	Strength or weakness of evidence clearly explained. Used in Q2 (AO1b)
A	Impact of evidence is asserted and not explained. Used in Q2 (AO1c)
^	Shows undeveloped point. Added to other annotations (EVAL, P, J and U in Q2 and Q3)
I	Evaluation of impact of evidence on argument/perspective. Used in Q2 (AO1c)
J	Added to I to show the inclusion of a judgement. Used in Q2 (AO1c)
K	Identification of key component of argument. Used in Q3 (AO1a)
C	Comparison of key components from both documents. Used in Q3 (AO1a)
P	Identification of perspectives with limited description. Used in Q3 (AO1b)
PD	Analyses by comparing and describing perspectives in both documents. Used in Q3 (AO1b)
PE	Analyses by comparing and explaining perspectives in both documents. Used in Q3 (AO1b)
ND	Unsupported evaluation of argument. Used in Q3 (AO1c)

Annotation	Meaning
EVAL	Evaluation of argument in both documents. Used in Q3 (AO1c)
U	Unsupported judgement. Used in Q3 (AO1d)
J	Supported judgement. Used in Q3 (AO1d)
NAQ	Not answering the question.
REP	Repetition. When repeating a point as a summary or simply stating another example that does not develop the evaluation.
SEEN	To show that answers/pages have been assessed.
	On Page Comment. Used where necessary to clarify a decision.
?	Unclear point