

Cambridge International AS & A Level

GLOBAL PERSPECTIVES & RESEARCH**9239/02**

Paper 2 Essay

February/March 2025**MARK SCHEME**Maximum Mark: 40

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 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **15** 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.

Annotations guidance for centres

Examiners use a system of annotations as a shorthand for communicating their marking decisions to one another. Examiners are trained during the standardisation process on how and when to use annotations. The purpose of annotations is to inform the standardisation and monitoring processes and guide the supervising examiners when they are checking the work of examiners within their team. The meaning of annotations and how they are used is specific to each component and is understood by all examiners who mark the component.

We publish annotations in our mark schemes to help centres understand the annotations they may see on copies of scripts. Note that there may not be a direct correlation between the number of annotations on a script and the mark awarded. Similarly, the use of an annotation may not be an indication of the quality of the response.

Instructions for examiners

The total mark for this paper is 40.

The marks for this paper are awarded as follows:

- AO1 Research, analysis and evaluation: up to 25 marks
- AO2 Reflection: up to 9 marks
- AO3 Communication: up to 6 marks.

The essay has a maximum length of 2000 words.

The marking criteria are presented in a separate table for each assessment objective. For AO1, candidates are assessed on five aspects. For AO2, candidates are assessed on three aspects. For AO3, candidates are assessed on two aspects.

Examiners should choose a mark for each aspect separately.

Annotation

- Annotations will be used by examiners as agreed during standardisation, and the meaning will be understood by all examiners who marked that paper.

AO1 Research, analysis and evaluation

AO1a Analysis of question TE and Red Highlight (R/H)	AO1b Building perspectives SC and P	AO1c Range of sources Red Dot and NGE	AO1d Appropriateness of sources A ^ and DEV	AO1e Comparison of perspectives CON +/-
Undertakes a sustained analysis of a wide range of implications of the chosen question 5 marks	Builds two (or more) coherent and contrasting perspectives by synthesising individual arguments, demonstrating critical insight into the links among source material 5 marks	Engages with a wide range of source materials covering diverse global contexts 5 marks	Assesses and justifies the appropriateness of the key sources against a wide range of relevant criteria 5 marks	Offers a critical comparison of contrasting perspectives which leads to a supported judgement 5 marks
Undertakes a sustained analysis of some implications of the chosen question 4 marks	Builds two coherent and contrasting perspectives by synthesising individual arguments, demonstrating awareness of the links among source material 4 marks	Engages with a range of source materials covering diverse global contexts 4 marks	Assesses and justifies the appropriateness of the key sources against a range of relevant criteria 4 marks	Offers a descriptive comparison of contrasting perspectives which leads to a supported judgement 4 marks
Undertakes an analysis of some implications of the chosen question 3 marks	Builds two contrasting perspectives through the juxtaposition of individual arguments, demonstrating partial awareness of the links among source material 3 marks	Makes some reference to a range of source materials covering diverse global contexts 3 marks	Assesses the appropriateness of a range of selected sources against one or more criteria 3 marks	Offers a comparison of contrasting arguments which leads to a supported judgement 3 marks

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AO1a Analysis of question TE and Red Highlight (R/H)	AO1b Building perspectives SC and P	AO1c Range of sources Red Dot and NGE	AO1d Appropriateness of sources A ^ and DEV	AO1e Comparison of perspectives CON +/-
Identifies some implications of the chosen question 2 marks	Builds two contrasting perspectives through the juxtaposition of individual arguments 2 marks	Makes some reference to a range of source materials 2 marks	Assesses the appropriateness of a single selected source 2 marks	Attempts some comparison of contrasting arguments which leads to a judgement 2 marks
Identifies a specific question 1 mark	Builds a single perspective or perspectives that have no effective contrast 1 mark	Makes some reference to source material 1 mark	Asserts the appropriateness of selected source(s) 1 mark	Begins to compare arguments 1 mark
No creditable response 0 marks	No creditable response 0 marks	No creditable response 0 marks	No creditable response 0 marks	No creditable response 0 marks

AO2 Reflection

AO2a Consideration of contrasting perspectives	AO2b Reflection and impact on personal viewpoint RE –/+	AO2c Further research F–/+
Demonstrates balance in considering contrasting perspectives 3 marks	Undertakes clear reflection on how the work carried out has affected the candidate's viewpoint RE+ 3 marks	Justifies a specific suggestion for further research relevant to the chosen question F+ 3 marks
Considers elements of contrasting perspectives 2 marks	Undertakes some reflection on how the work carried out has affected the candidate's viewpoint RE 2 marks	Identifies a specific suggestion for further research relevant to the chosen question F 2 marks
Offers generic acknowledgement of contrasting perspectives 1 mark	Presents minimal reflection on the work carried out RE- 1 mark	Suggests a generic requirement for further research relevant to the chosen question F- 1 mark
No creditable response No C annotation 0 marks	No creditable response 0 marks	No creditable response 0 marks

AO3 Communication

AO3a Structure	AO3b Referencing
The essay has a coherent structure which fully supports the arguments being made 3 marks	All sources used to support the argument are accurately cited and referenced using an appropriate system of citation 3 marks
The essay has an organised structure which supports the arguments being made 2 marks	Most of the key sources used to support the argument are clearly cited and referenced 2 marks
The essay has some structure . The structure does not consistently support the arguments being made 1 mark	Some of the sources used are cited or referenced 1 mark
No creditable response 0 marks	No citation or referencing 0 marks

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Annotations

Annotations

	AO1 Research, analysis and evaluation
TE	Analysis of implication of question
Red HIGHLIGHT	Implication of question identified
SC	Clear and Explicit Synthesis
P	Implicit Synthesis/Partial awareness of links
RED DOT	Reference to source with global context
NGE	Engagement with Source Material
DEV	Developed point of Critical Evaluation
^	Partially Developed point of Critical Evaluation
A	Assertive Critical Evaluation
CON +	Critical comparison of perspectives
CON	Descriptive comparison of perspectives
CON –	Partially developed comparison of perspectives
	AO2 Reflection
RE –	Minimal reflection on the work carried out
RE	Some reflection on impact of perspectives (Some explanation of the change or consolidation of candidate's viewpoint)
RE +	Clear reflection on impact of perspectives on the candidate's viewpoint

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F-	specific further research identified
F	specific further research with some development
F +	specific and clearly justified further research (justification may include discussion of method)
	Non-AO specific
C	Contrast Established
NAQ	Not Answering Question
PE	Problematic Expression – meaning hard to follow
?	Dubious point
SEEN	Page seen
X	For use at Grade Review

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AO1a Analysis of question	The candidate will use themes as a way of exploring the question from a new angle. E.G. the economic implications of introducing Electric Vehicles. To be rewarded, the theme/implication used must be developed and explore the title question. This requires a minimum of two sources used to analyse the theme/implication. One of these sources must achieve NGE. (TE) When themes/implications are identified but are not developed, use (R/H).
AO1b Building perspectives	When a candidate explicitly links sources use (SC) and when there is partial awareness of links use (P).
AO1c Range of sources	When the candidate references a source with a clearly stated global provenance or uses a source that explicitly references a global context use (Red Dot). One (Red Dot) for each new global context/provenance. When a candidate uses a source to support a perspective and clearly engages with and demonstrates sound understanding of the source use (NGE). A source may receive either one or both of these annotations. We will also credit global sources (red dot) for example the UN IMF or the PAC (Pan Africa Council)
AO1d Appropriateness of sources	When a candidate asserts a weakness or strength of a source use (A), when the candidate names a weakness/strength and offers partially developed reasoning use (^), when the strength or weakness is fully developed with reasoning and/or via exemplification then award (DEV). There is a maximum of two annotations per source – one for a strength and one for a weakness.
AO1e Comparative evaluation	Here we are rewarding the support for the final judgement –support for the final judgement may be found anywhere in the essay not just at the end. When there is an under-developed comparison of perspectives use (CON-), for a descriptive comparison of perspectives with development use (CON) and for an evaluative comparison of perspectives use (CON+). It is not automatic that having a C annotation for contrast = L2. There needs to be something beyond juxtaposition of perspectives to get L2. Some active contrast (e.g. two sources/arguments are compared). Difference between L1 and L2 is assessor judgment and not guided by annotation.
AO2a Consideration of contrasting perspectives	No annotations. For a two-sided essay place the candidate at Level 2 and then ask is the essay balanced a cross all areas (tone, space, research – are both perspectives given a fair hearing) if so award Level 3. If the tone of the essay is clearly in favour of one side or one of the perspectives is hardly developed then award Level 1. No contrast = Zero.
AO2b Reflection and impact on personal viewpoint	Reflective tone (more than writing in the first person) that states something about what the candidate has learned or something about the process award (RE-). When the candidate begins to develop how the perspectives engaged with have shaped their thinking award (RE) and when this is fully developed with a real sense of the impact of contrasting perspectives on consolidating or changing the candidate's original position award (RE+)

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AO2c Further research	When a candidate offers a relevant new idea for more research that lacks development (F-), when the candidate develops a specific idea for further research with details about how or where such research would be undertaken award (F) and when this is justified/reasoned award (F+)
AO3a Structure	No annotations. For an essay that has an introduction, main body and a conclusion place the candidate at Level 2 and then ask what has the candidate done to get into Level 3. Is there effective use of signposting and discourse markers, was there clarity throughout and a focus on the question – if so award L3. For an essay that was hard to follow and that possibly contains problematic expression or fails to address the question award Level 1. For very short or very long essays this will be deemed weak structure so Level 1.
AO3b Referencing	No annotations. For Level 3 the quality/detail of the referencing needs to be considered – it should be accurate and full. A candidate using footnotes will not be required to have a bibliography to reach Level 3. Level 1 is likely to have either no citations or no referencing or there is no discernible relationship between the two.