

Cambridge International AS & A Level

GLOBAL PERSPECTIVES AND RESEARCH**9239/02**

Paper 2 Essay

May/June 2026**MARK SCHEME**Maximum Mark: 40

Published

This mark scheme contains the instructions and marking guidance that our examiners used to mark candidate responses for this component.

Before they start marking, examiners complete a standardisation process. They review a range of candidate responses and discuss the mark scheme in detail to agree which answers can and cannot be accepted. Examiners award marks where it is clear that candidate responses have met the requirements of the mark scheme. These requirements may vary between different components or different versions of the same component, depending on the exact requirements of the question and the candidate responses seen during the standardisation process.

Sometimes, our mark schemes may allow marks to be awarded to responses which contain elements that are factually incorrect or for content not covered by the syllabus. We do this in response to the demands of a specific question to support candidates and make sure that our assessments are fair. However, these allowances should not be used as a guide for teaching and learning.

We cannot discuss the mark scheme with schools, and we recommend that schools read the mark scheme together with the assessment material and the Principal Examiner Report for Teachers.

This document consists of **11** printed pages.

General marking principles

All examiners must apply these marking principles when marking candidate responses.

1	Examiners must award marks for each response in line with: - the specific content defined in the mark scheme - the specific skills defined in the mark scheme or in the level descriptions - the standard of response required as exemplified by the standardisation scripts.
2	Examiners must award whole marks (not half marks, or other fractions).
3	Examiners must award marks positively . This means that: - marks are not deducted for errors or omissions - marks are awarded for correct/valid answers as defined in the mark scheme and also for other valid answers which go beyond the scope of the syllabus and mark scheme referring to your team leader as appropriate - the quality of spelling, punctuation and grammar are judged only when the mark scheme indicates that these features are specifically assessed in the question. However, the meaning of all responses must be unambiguous.
4	Examiners must consistently apply the requirements of the mark scheme and any rules for what to do when candidates have not followed instructions correctly.
5	Examiners must use the full range of marks defined in the mark scheme, unless limited by the quality of the candidate responses seen.
6	Examiners must award marks according to the mark scheme and must not award marks with grade thresholds or grade descriptions in mind.

**Social Sciences-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).

PUBLISHED**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.

The annotations listed below were available to examiners marking this component in this series.

Annotations

Annotation	Meaning
	AO1 Research, analysis and evaluation
	Implication of question established
	Implication of question identified
	Clear and Explicit Synthesis
	Implicit Synthesis/Partial awareness of links
	Reference to source with global context
	Engagement with Source Material
	Developed point of Critical Evaluation
	Partially Developed point of Critical Evaluation
	Assertive Critical Evaluation
	Critical comparison of perspectives

Annotation	Meaning
EVAL	Descriptive comparison of perspectives
EVAL —	Single perspective summary
	AO2 Reflection
RE	Minimal reflection on the work carried out
RE +	Some reflection on impact of perspectives
RE ++	Clear reflection on impact of perspectives
F	specific further research
F +	specific further research with development
F ++	specific and justified further research
	Non-AO specific
C	Contrast Established
NAQ	Not Answering Question
PE	Problematic Expression – meaning hard to follow
SEEN	Page seen
0	For use at Grade Review

Instructions for examiners

The total mark for this paper is 40.

The essay has a maximum length of 2000 words.

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 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	AO1b Building perspectives	AO1c Range of sources	AO1d Appropriateness of sources	AO1e Comparative evaluation
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
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

AO1a Analysis of question	AO1b Building perspectives	AO1c Range of sources	AO1d Appropriateness of sources	AO1e Comparative evaluation
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	AO2c Further research
Demonstrates balance in considering contrasting perspectives 3 marks	Undertakes clear reflection on how the work carried out has affected the candidate's viewpoint 3 marks	Justifies a specific suggestion for further research relevant to the chosen question 3 marks
Considers elements of contrasting perspectives 2 marks	Undertakes some reflection on how the work carried out has affected the candidate's viewpoint 2 marks	Identifies a specific suggestion for further research relevant to the chosen question 2 marks
Offers generic acknowledgement of contrasting perspectives 1 mark	Presents minimal reflection on the work carried out 1 mark	Suggests a generic requirement for further research relevant to the chosen question 1 mark
No creditable response 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

