

Cambridge International AS & A Level

GLOBAL PERSPECTIVES AND RESEARCH**9239/03**

Paper 3 Team Project

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 **8** 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).

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
C	The candidate describes collaboration of learning.
C + EVAL	The candidate is evaluating their collaboration.
L	The candidate describes what they have learnt.
L + EVAL	The candidate is evaluating their learning.
REP	The point is repeated.
DEV	The evaluation is developed. Only to be used after 'Eval'.

PRESENTATION**AO1 Research, analysis and evaluation**

Examiners should award up to 16 marks for AO1.

AO1a Individual analysis of the team's problem	AO1b Range of research undertaken	AO1c Evaluation of sources to support the research	AO1d Justification for the individual solution which is proposed
Develops a sustained analysis of the team's problem , consistently supported by relevant details 4 marks	Uses sustained research from a variety of contexts which consistently supports the focus of the presentation 4 marks	Engages in sustained evaluation and synthesis of sources 4 marks	Demonstrates the effectiveness of the chosen solution using consistently relevant and detailed evidence 4 marks
Analyses the team's problem supported by relevant details 3 marks	Uses detailed research which supports the focus of the presentation 3 marks	Shows some evaluation and some synthesis of sources 3 marks	Shows some justification for the chosen solution with detailed evidence in support 3 marks
Discusses the team's problem supported by relevant details 2 marks	Has done research which supports the focus of the presentation 2 marks	Begins to evaluate some sources 2 marks	Develops a solution which is supported by evidence 2 marks
Identifies the team's problem but lacks detail 1 mark	Identifies some research but lacks links to the focus of the presentation 1 mark	Identifies some sources but lacks any evaluation 1 mark	Identifies a possible solution but lacks support for this 1 mark
No creditable response 0 marks	No creditable response 0 marks	No creditable response 0 marks	No creditable response 0 marks

AO3 Communication

Examiners should award up to 14 marks for AO3.

AO3a Production of a structured argument	AO3b Presentation of visual information to support an argument	AO3c Use of language to address an audience
Uses a logical structure to deliver a sustained argument with consistently well-argued points 5 marks	Effectively selects a variety of methods of visual representation to precisely support the arguments and evidence 5 marks	
Presents a well-structured argument to make well-argued points 4 marks	Effectively selects methods of visual representation to support the arguments and evidence 4 marks	Uses language to effectively engage its audience with a well-selected variety of sentence forms 4 marks
Presents an argument with some structure to make some well-argued points 3 marks	Uses relevant methods of visual representation to provide some support for the arguments and evidence 3 marks	Uses language to consistently address the audience using a variety of sentence forms 3 marks
Presents an argument with limited structure to make some relevant points 2 marks	Applies relevant methods of visual representation to the problem 2 marks	Uses language to consistently address the audience 2 marks
Makes some points and the argument lacks structure 1 mark	Uses some visual representation, but lacks relevance to the problem 1 mark	Lacks awareness of the audience 1 mark
No creditable response 0 marks	No creditable response 0 marks	No creditable response 0 marks

REFLECTIVE PAPER**AO2 Reflection**

Examiners should award up to 10 marks for AO2.

AO2a Reflection on the effectiveness of collaboration	AO2b Reflection on learning
Shows sustained and structured evaluation of the effectiveness of collaboration with others 5 marks	Shows sustained and structured evaluation of the learning achieved in undertaking the project 5 marks
Makes a range of detailed evaluative points about the effectiveness of collaboration with others 4 marks	Makes a range of detailed evaluative points about the learning achieved in undertaking the project 4 marks
Provides some evaluation of the effectiveness of collaboration with others 3 marks	Provides some evaluation of the learning achieved in undertaking the project 3 marks
Describes in detail some of the collaborative activities which have been undertaken 2 marks	Describes own view of the team's problem in detail 2 marks
Makes some limited reference to collaborative activities 1 mark	Identifies their view of the team's problem 1 mark
No creditable response 0 marks	No creditable response 0 marks