



Cambridge International AS & A Level

GLOBAL PERSPECTIVES AND RESEARCH

9239/02

Paper 2 Essay

May/June 2020

MARK SCHEME

Maximum Mark: 35

Published

Students did not sit exam papers in the June 2020 series due to the Covid-19 global pandemic.

This mark scheme is published to support teachers and students and should be read together with the question paper. It shows the requirements of the exam. The answer column of the mark scheme shows the proposed basis on which Examiners would award marks for this exam. Where appropriate, this column also provides the most likely acceptable alternative responses expected from students. Examiners usually review the mark scheme after they have seen student responses and update the mark scheme if appropriate. In the June series, Examiners were unable to consider the acceptability of alternative responses, as there were no student responses to consider.

Mark schemes should usually be read together with the Principal Examiner Report for Teachers. However, because students did not sit exam papers, there is no Principal Examiner Report for Teachers for the June 2020 series.

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

Cambridge International is publishing the mark schemes for the June 2020 series for most Cambridge IGCSE™ and Cambridge International A & AS Level components, and some Cambridge O Level components.

This document consists of 7 printed pages.

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.

AO1: Research, analysis and evaluation – 20 AO2: Reflection – 10 AO3: Communication and collaboration – 5

Information:

- The marking criteria are presented within five different levels.
- Examiners will use the full mark range and look for the ‘best fit’, not a ‘perfect fit’, taking a holistic approach.

Essay: Marking criteria

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| Level 5 | Marks 29–35 | <p>The essay shows:</p> <ul style="list-style-type: none"> • Excellent communication skills and is clearly and engagingly written and structured. Citation and referencing of sources are full, effective and correctly structured. • Relevant and credible sources of evidence used which are full, detailed and globally contrasting to support full and effective judgements. • Analysis of the sources shows a full understanding of their arguments and structure. Critical evaluation of the sources across a wide range of criteria such as: nature, strengths, weaknesses, implications and reasoning. • Research of two or more globally contrasting perspectives showing balance and empathy for their positions. • Full, detailed and globally contrasting perspectives used to support full and effective judgements. • Analysis of perspectives shows a complex and full understanding of their arguments and structure. Critical evaluation of these perspectives across a wide range of criteria such as: nature, strengths, weaknesses, implications and reasoning. • A full, supported, balanced and reflective conclusion, showing reflection through an evaluative understanding of the impact of alternative perspectives and conclusions on the personal standpoint. It identifies accurately the need for further research. |
| Level 4 | Marks 22–28 | <p>The essay shows:</p> <ul style="list-style-type: none"> • Very good communication skills and is clearly written and structured. Citation and referencing of sources are effective and correctly structured. • Relevant and credible sources of evidence used which are detailed and globally contrasting to support effective judgements. • Analysis of the sources shows a very good understanding of their arguments and structure. Critical evaluation of the sources across criteria such as: nature, strengths, weaknesses, implications and reasoning. • Research of two globally contrasting perspectives, showing balance and some empathy for their positions. • Detailed and globally contrasting perspectives used to support effective judgements. • Analysis of perspectives shows a very good understanding of their arguments and structure. These perspectives are critically evaluated across criteria such as: nature, strengths, weaknesses, implications and reasoning. • A supported and reflective conclusion, showing reflection through an evaluative understanding of the impact of alternative perspectives and conclusions on the personal standpoint. It is likely to identify the need for further research. |

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| Level 3 | Marks 15–21 | <p>The essay shows:</p> <ul style="list-style-type: none"> • Good communication skills and is clearly written with some structure. Citation and referencing of sources are present but may not be complete. • Relevant and credible sources of evidence used which are contrasting and used to support judgement/s. • Analysis of the sources shows a good understanding of their arguments and structure. Evaluation of the sources across some criteria, although the treatment of these will be either narrow or uneven in depth. • Research of two globally contrasting perspectives, showing some empathy for their positions. • Globally contrasting perspectives to support some global judgement/s. • Analysis of perspectives shows a good understanding of their arguments and structure. These perspectives are evaluated across some criteria, although the treatment of these will be either narrow or uneven in depth. • A supported conclusion, showing an element of reflection on the impact of alternative perspectives and conclusions on the personal standpoint. It may attempt to identify the need for further research. |
| Level 2 | Marks 8–14 | <p>The essay shows:</p> <ul style="list-style-type: none"> • Some communication skills, although clarity and structure may be uneven. Citation and referencing of sources, if present, will not be complete. • Sources of evidence used may show some contrast though any judgements lack a developed global dimension. • Analysis of the sources shows some understanding of their arguments and structure. Attempted evaluation which is assertive and undeveloped. • Research of two perspectives; showing limited empathy for positions. • Perspectives containing some contrast although any judgements lack a developed global dimension. • Analysis of perspectives shows some understanding of their arguments and structure. Attempted evaluation is assertive and undeveloped. • A conclusion which may not be effectively supported by the argument, and only has hints of reflection. |

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| Level 1 | Marks 1–7 | <p>The essay shows:</p> <ul style="list-style-type: none">• Limited communication skills. Referencing of sources, if present, will be very limited or inaccurate.• Sources of evidence provided will be unspecific or descriptive.• Limited source/s of evidence used which do not show effective contrast and any judgements attempted are assertive.• Identification of vague perspective/s; showing limited empathy for any position/s.• No effective contrast made between perspectives. Any judgements are assertive and lack a global dimension.• Limited analysis of perspectives, with any attempt of evaluation being assertion only.• No adequate conclusion. At best there may be hints or assertions of reflection. |
| Level 0 | 0 | No creditworthy material has been submitted. |