

---

**GLOBAL PERSPECTIVES AND RESEARCH**

**9239/02**

Paper 2 Essay

**May/June 2017**

MARK SCHEME

Maximum Mark: 35

---

**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 will not enter into discussions about these mark schemes.

Cambridge is publishing the mark schemes for the May/June 2017 series for most Cambridge IGCSE<sup>®</sup>, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

---

© IGCSE is a registered trademark.

This document consists of **5** printed pages.

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

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

**PUBLISHED**

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

**PUBLISHED**

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