

# Cambridge International AS & A Level

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**GLOBAL PERSPECTIVES AND RESEARCH****9239/02**

Paper 2 Essay

**May/June 2025****MARK SCHEME**Maximum Mark: 40

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

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This document consists of **13** 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.

**PUBLISHED****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.

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

**Annotations**

| Annotation                                                                          | Meaning                                          |
|-------------------------------------------------------------------------------------|--------------------------------------------------|
|                                                                                     | <b>AO1 Research, analysis and evaluation</b>     |
|    | 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                                         |
|---------------|-------------------------------------------------|
| <b>EVAL</b>   | Descriptive comparison of perspectives          |
| <b>EVAL</b> — | Single perspective summary                      |
|               | <b>AO2 Reflection</b>                           |
| <b>RE</b>     | Minimal reflection on the work carried out      |
| <b>RE</b> +   | Some reflection on impact of perspectives       |
| <b>RE</b> ++  | Clear reflection on impact of perspectives      |
| <b>F</b>      | specific further research                       |
| <b>F</b> +    | specific further research with development      |
| <b>F</b> ++   | specific and justified further research         |
|               | <b>Non-AO specific</b>                          |
| <b>C</b>      | Contrast Established                            |
| <b>NAQ</b>    | Not Answering Question                          |
| <b>PE</b>     | Problematic Expression – meaning hard to follow |
| <b>SEEN</b>   | Page seen                                       |
| <b>0</b>      | 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**

| <b>AO1a Analysis of question</b>                                                                                    | <b>AO1b Building perspectives</b>                                                                                                                                                                 | <b>AO1c Range of sources</b>                                                                                      | <b>AO1d Appropriateness of sources</b>                                                                                                      | <b>AO1e Comparative evaluation</b>                                                                                            |
|---------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Undertakes a <b>sustained analysis</b> of a <b>wide range of implications</b> of the chosen question<br><br>5 marks | Builds two (or more) <b>coherent and contrasting perspectives</b> by synthesising individual arguments, demonstrating <b>critical insight</b> into the links among source material<br><br>5 marks | Engages with a <b>wide range</b> of source materials covering diverse global contexts<br><br>5 marks              | <b>Assesses and justifies</b> the appropriateness of the <b>key</b> sources against a <b>wide range of relevant criteria</b><br><br>5 marks | Offers a <b>critical comparison</b> of contrasting perspectives which leads to a <b>supported</b> judgement<br><br>5 marks    |
| Undertakes a <b>sustained analysis</b> of <b>some</b> implications of the chosen question<br><br>4 marks            | Builds two <b>coherent and contrasting perspectives</b> by synthesising individual arguments, demonstrating <b>awareness</b> of the links among source material<br><br>4 marks                    | Engages with a <b>range</b> of source materials covering diverse global contexts<br><br>4 marks                   | <b>Assesses and justifies</b> the appropriateness of the <b>key</b> sources against a <b>range of relevant criteria</b><br><br>4 marks      | Offers a <b>descriptive comparison</b> of contrasting perspectives which leads to a <b>supported</b> judgement<br><br>4 marks |
| Undertakes an <b>analysis</b> of <b>some</b> implications of the chosen question<br><br>3 marks                     | Builds two <b>contrasting perspectives</b> through the <b>juxtaposition</b> of individual arguments, <b>demonstrating partial awareness</b> of the links among source material<br><br>3 marks     | Makes <b>some reference</b> to a <b>range</b> of source materials covering diverse global contexts<br><br>3 marks | <b>Assesses</b> the appropriateness of a <b>range of</b> selected sources against <b>one or more</b> criteria<br><br>3 marks                | Offers a <b>comparison</b> of contrasting <b>arguments</b> which leads to a <b>supported</b> judgement<br><br>3 marks         |
| Identifies <b>some implications</b> of the chosen question<br><br>2 marks                                           | Builds two <b>contrasting perspectives</b> through the <b>juxtaposition</b> of individual arguments<br><br>2 marks                                                                                | Makes some reference to a <b>range</b> of source materials<br><br>2 marks                                         | <b>Assesses</b> the appropriateness of a <b>single</b> selected source<br><br>2 marks                                                       | Attempts <b>some comparison</b> of contrasting arguments which leads to a <b>judgement</b><br><br>2 marks                     |

| <b>AO1a Analysis of question</b>                    | <b>AO1b Building perspectives</b>                                                                | <b>AO1c Range of sources</b>                                 | <b>AO1d Appropriateness of sources</b>                                 | <b>AO1e Comparative evaluation</b>               |
|-----------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------|
| Identifies a <b>specific question</b><br><br>1 mark | Builds a single perspective or perspectives that have <b>no effective contrast</b><br><br>1 mark | Makes <b>some reference</b> to source material<br><br>1 mark | <b>Asserts</b> the appropriateness of selected source(s)<br><br>1 mark | <b>Begins to compare</b> arguments<br><br>1 mark |
| No creditable response<br>0 marks                   | No creditable response<br>0 marks                                                                | No creditable response<br>0 marks                            | No creditable response<br>0 marks                                      | No creditable response<br>0 marks                |

**AO2 Reflection**

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

**AO3 Communication**

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

**Annotations**

|         | <b>AO1 Research, analysis and evaluation</b>     |
|---------|--------------------------------------------------|
| TE      | Implication of question established              |
| VG      | 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                    |
| EVAL +  | Critical comparison of perspectives              |
| EVAL    | Descriptive comparison of perspectives           |
| EVAL -  | Single perspective summary                       |
|         | <b>AO2 Reflection</b>                            |
| 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         |
|       | <b>Non-AO specific</b>                          |
| C     | Contrast Established                            |
| NAQ   | Not Answering Question                          |
| PE    | Problematic Expression – meaning hard to follow |
| SEEN  | Page seen                                       |
| X     | For use at Grade Review                         |