UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS
General Certificate of Education
Advanced Subsidiary Level

GLOBAL PERSPECTIVES **8987/02**

Paper 2 **For Examination from 2012**

SPECIMEN MARK SCHEME

MAXIMUM MARK: 30

This document consists of **3** printed pages and **1** blank page.

Examiners should a ‘best-fit’ approach to making candidates’ work, using the full range of marks.

There is no requirement for candidates to use technical Critical Thinking terms to access any level and candidates will **not** be rewarded for their use unless they are directly linked to the demands of the question.

Essays should be between 1750 and 2000 words, excluding the list of reference. Examiners should read and mark all essays **but** essays exceeding 2000 words should not be awarded the top mark in Level 4.

Each essay must be accompanied by a signed cover sheet.

The assessment objectives (AOs) are to some extent inter-dependent and the essays should be marked holistically using the level-based mark scheme below. The approximate distribution of AOs in this component is:

AO1: 10% (3 marks)
AO2: 40% (12 marks)
AO3: 33% (10 marks)
AO4: 17% (5 marks)

Level	Marks	Indicative content
4	24–30	The essay is logically structured and explores the issues **effectively**, **fully** and **concisely** without being too brief. A range of **relevant** sources is used, cited and **fully** referenced. There are at **least two relevant** and **contrasting** global perspectives stated **and** explained. The relationship between sources, perspectives and the wider context is **clear**. The argument is **fully** developed with the premises challenged appropriately. The perspectives and sources are **critically evaluated**. The essay considers the implications and consequences of **each** perspective and through reflection, reaching a **convincing**, **balanced** and **supported** conclusion. The limitations of the evidence are **fully** recognised and the need for further research is suggested and its likely impact is **assessed**.
3	16–23	The essay is **well** structured and explores the issues **effectively** though the clarity of expression may be **uneven**. A **range** of **relevant** sources is used, cited **and** referenced. There are at **least two relevant** global perspectives, but they may **not** be **contrasting** or **fully** explained. There is **some** attempt to select and make **some** critical use of relevant evidence although the relationship between sources, perspectives and the wider context are **not** always clear. The perspectives and sources **are** evaluated in the global context, but the treatment **lacks** width **or** depth. An argument is developed with some of the premises challenged. The essay considers **some** the implications and consequences of **each** perspective and through reflection, reaches a conclusion which is **mostly convincing**, **balanced** and **supported. Some** of the limitations of the evidence are recognised and the need for further research is suggested but its likely impact may lack **assessment**.
2	8–15	**Some** of the issues are explored in the essay and there is **some** structure, but it may **lack** clarity of expression at times. The range of **relevant** sources used is **limited** and **some** are cited and accurately referenced. There is **some** attempt to select and make **some** critical use of relevant evidence although the candidate **struggles** to explain and control the relationship between sources, perspectives and the wider context. There is a **limited** attempt to evaluate the perspectives and sources in the global context, and the treatment **lacks** width **and** depth. Any argument **lacks** sufficient development. The essay considers **some** the implications and consequences of **some** perspectives and through **some** reflection, reaches a conclusion which may be **unconvincing** due to a **lack** of **balance or support**. **Some** of the limitations of the evidence are recognised, but the need for further research may be **understated**, If present.
1	1–7	Issues are mainly given a **descriptive** treatment and the essay may be lacking in structure. The sources used provide a very **narrow** perspective and the referencing is **incomplete or inaccurate**. Any perspectives described **lack** a genuine global focus **or** do **not** offer complementary viewpoints. The relationship between sources, perspectives and the wider context are **unclear or absent**. The argument **lacks** validity, given the evidence or is **not** developed sufficiently. There is **limited** scope to evaluate the perspectives and sources due to a lack of evidence. There is **little** critical use of relevant evidence to communicate the argument. The essay does **not** consider the implications and consequences of **each** perspective. The essay **lacks** evidence of reflection and any conclusion may be **unconvincing**, **uneven and lack** supporting evidence. The limitations of the evidence are **not** recognised and the need for further research is **not** suggested.
0	0	No creditworthy material has been submitted.

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