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**GLOBAL PERSPECTIVES & RESEARCH**

**9239/02**

Component 2 Essay

**For Examination from 2015**

SPECIMEN MARK SCHEME

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**MAXIMUM MARK: 35**

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This document consists of **4** 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.

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>

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>
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.