

### **Cambridge Assessment International Education**

Cambridge International Advanced Subsidiary Level

#### **GLOBAL PERSPECTIVES & RESEARCH**

9239/03

Paper 3 Team Project: Presentation & Reflective Paper

October/November 2017

MARK SCHEME
Maximum Mark: 35

### **Published**

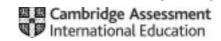
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Team Project: Presentation and Reflective Paper

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

### Information:

- Each candidate submits two pieces of work: Presentation and Reflective Paper. Each is marked using the appropriate marking grid. The marks for the two must be added together to give a total mark out of 35.
- The running time for the Presentation must not exceed 8 minutes. Examiners will not credit material after the 8-minute limit. The presentation is marked out of 25 and assesses the candidate's ability to research, analyse and evaluate (AO1) and communicate their findings (AO3).
- The Reflective Paper must not exceed 800 words. Examiners will not credit material after the 800-word limit. The Reflective Paper is marked out of 10 and assesses the candidate's ability to reflect on their collaborative experience (AO2 and AO3).
- 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.

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# Cambridge International AS Level – Mark Scheme **PUBLISHED**

Presentation: Marking criteria

Level	Marks	Indicative descriptors
5	21–25	<ul> <li>The presentation clearly defines an issue which arises from detailed and varied research.</li> <li>The candidate's perspective is sharply differentiated from alternative team or research perspectives.</li> <li>The presentation is logically structured and coherently argued with clear lines of reasoning and well-supported judgements.</li> <li>The candidate's conclusion is based logically on the evidence and reasoning presented and proposes an effective and innovative solution to the issue.</li> <li>Appropriate presentational methods are used creatively and fully effectively to communicate the candidate's arguments and ideas to the audience.</li> </ul>
4	16–20	<ul> <li>The presentation defines an issue which arises from detailed research.</li> <li>The candidate's perspective is differentiated from alternative team or research perspectives.</li> <li>The presentation is well-structured and well-argued with some lines of reasoning and some well-supported judgements.</li> <li>The candidate's conclusion is based on the evidence and reasoning presented and proposes an effective solution to the issue.</li> <li>Appropriate presentational methods are used effectively and with some creativity to communicate the candidate's arguments and ideas to the audience.</li> </ul>
3	11–15	<ul> <li>The presentation goes some way towards defining an issue which arises from some research.</li> <li>The candidate's perspective shows some differentiation from alternative team or research perspectives.</li> <li>The presentation has some structure and contains some well-argued points, some lines of reasoning and some supported judgements.</li> <li>The candidate's conclusion is mostly based on the evidence and reasoning presented and proposes a solution to the issue.</li> <li>Presentational methods are used with some effectiveness to communicate the candidate's arguments and ideas to the audience.</li> </ul>
2	6–10	<ul> <li>The presentation attempts to define an issue and some research has been done.</li> <li>The candidate's perspective lacks clear differentiation from alternative team or research perspectives.</li> <li>The presentation has some structure and contains some argued points, some lines of reasoning and some supported judgements.</li> <li>The candidate's conclusion is partly based on the evidence or reasoning presented and begins to develop a solution to the issue.</li> <li>Presentational methods are used, but may lack effectiveness in communicating the candidate's arguments and ideas to the audience.</li> </ul>

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Level	Marks	Indicative descriptors
1	1–5	<ul> <li>The presentation does not clearly define an issue and lacks research.</li> <li>The candidate's perspective is limited and lacks differentiation from alternative team or research perspectives.</li> <li>The presentation lacks structure and makes arguments which are limited, with limited lines of reasoning and judgements which lack support.</li> <li>The candidate's conclusion is limited and lacks evidence or reasoning. It provides a limited solution to the issue.</li> <li>There is limited use of presentational methods, and they lack effectiveness in communicating the candidate's arguments and ideas to the audience.</li> </ul>
0	0	No creditworthy material has been submitted.

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# Cambridge International AS Level – Mark Scheme **PUBLISHED**

Reflective Paper: Marking criteria

Level	Marks	Indicative descriptors
5	9–10	<ul> <li>The candidate engages in a probing and critical evaluation of their own practice in working with others to identify a local problem and explore possible solutions.</li> <li>The candidate reflects fully on how their personal standpoint and scope for future research have been affected by alternative team and research perspectives.</li> </ul>
4	7–8	<ul> <li>The candidate engages in some effective evaluation of their own practice in working with others to identify a local problem and explore possible solutions.</li> <li>The candidate undertakes some clear reflection on how their personal standpoint and scope for future research have been affected by alternative team and research perspectives.</li> </ul>
3	5–6	<ul> <li>The candidate evaluates to some extent their own practice in working with others to identify a local problem and explore possible solutions.</li> <li>The candidate undertakes some reflection on how their personal standpoint and scope for further research have been affected by alternative team or research perspectives.</li> </ul>
2	3–4	<ul> <li>The candidate attempts to evaluate their own practice in identifying a local problem and exploring possible solutions, but may lack consideration of their work with others.</li> <li>The candidate attempts to reflect on their personal viewpoint or scope for further research, but may lack a consideration of alternative team or research perspectives.</li> </ul>
1	1–2	<ul> <li>The candidate shows limited evaluation of their own practice and lacks consideration of their work with others.</li> <li>The candidate shows limited reflection on their personal viewpoint and scope for further research and lacks any consideration of alternative team or research perspectives.</li> </ul>
0	0	No creditworthy material has been submitted.

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