Cambridge Assessment International Education
Cambridge Pre-U Certificate

GLOBAL PERSPECTIVES **1340/02**

Paper 2 Essay **May/June 2018**

MARK SCHEME

Maximum Mark: 30

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 2018 series for most Cambridge IGCSE™, Cambridge International A and AS Level and Cambridge Pre-U components, and some Cambridge O Level components.

This syllabus is approved for use in England, Wales and Northern Ireland as a Cambridge International Level 3 Pre-U Certificate.

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 descriptors 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.

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.

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

- The assessment objectives (AOs) are to some extent inter-dependent and the essays should be marked holistically using the level-based mark scheme below.
- Examiners should look at each section of the level descriptors. If all are solidly attained for a level, the top mark for the level is to be awarded. Descriptors describe the top mark of each level.
- There will frequently be some aspects of the answer which fall within a level and some within the level below. Examiners should award a lower mark in the higher band according to this balance. All marking will be positive. Examiners will use the full range of marks and look for the 'best fit', not a 'perfect fit'.
- 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 will not credit material after the 2000 word limit.

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, using globally contrasting sources. There is effective selection and critical use of relevant evidence so that 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, reaches 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**.

Level	Marks	Indicative content
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 is **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** of 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. Two perspectives are stated, though not necessarily global or contrasting, and not explained. 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. Evaluation is limited at best and the treatment **lacks** width **and** depth. Any argument **lacks** sufficient development. The essay considers **some** of 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.

Level	Marks	Indicative content
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 is **unclear or absent**. There is **little** critical use of relevant evidence to communicate the argument. 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. 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.