

Cambridge International AS & A Level

GLOBAL PERSPECTIVES (MAURITIUS)

8030/02

Paper 2 Essay

October/November 2025

MARK SCHEME

Maximum Mark: 40

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 October/November 2025 series for most Cambridge IGCSE, Cambridge International A and AS Level components, and some Cambridge O Level components.

This document consists of **11** 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 |
|-------------------|-------------------------|
| RES | Research |
| AN | Analysis and Synthesis |
| EVAL | Evaluation |
| CON | Conclusions |
| ? | Unclear/confused point |
| ^ | Omission, more required |
| REP | Repetition |
| E | Sources and Evidence |
| F | Further Research |
| P | Perspectives |
| SEEN | Seen |

| Annotation | Meaning |
|-------------------|----------------|
| W | Work Placement |
| E | Communication |

| AO1 – Research, analysis and evaluation | | | | | |
|---|---|---|---|---|--------------------------|
| Level Marks | Level 4 16–20 marks | Level 3 11–15 marks | Level 2 6–10 marks | Level 1 1–5 marks | 0 |
| Marking criteria for AO1 | <ul style="list-style-type: none"> Very good use of a range of relevant research methods and sources to explore in detail an issue of local relevance and global significance arising from the HSC Pro strand and the work placement context Fully describes, explains and analyses in detail different perspectives on the chosen issue Selects and analyses in detail a range of relevant arguments, evidence and sources to support different perspectives | <ul style="list-style-type: none"> Good use of relevant research methods and sources to explore an issue of local relevance and global significance arising from the HSC Pro strand and the work placement context Describes, partly explains and analyses different perspectives on the chosen issue Selects and analyses relevant arguments, evidence and sources | <ul style="list-style-type: none"> Some basic use of a research method and some sources to explore partially an issue of some local relevance and global significance arising from the HSC Pro strand and the work placement context Identifies and describes with limited analysis two different perspectives on the chosen issue Selects and partly analyses some arguments, evidence and sources which are mainly relevant | <ul style="list-style-type: none"> Limited use of a research method and a few sources to explore partially and tangentially an issue of marginal, if any, local relevance and global significance arising from the HSC Pro strand and the work placement context Identifies and partly describes one perspective of some relevance to the chosen issue Selects and briefly describes a few arguments, evidence and sources which are only partly relevant | No creditworthy material |

| AO1 – Research, analysis and evaluation | | | | | |
|--|--|---|--|--|---|
| Level Marks | Level 4 16–20 marks | Level 3 11–15 marks | Level 2 6–10 marks | Level 1 1–5 marks | 0 |
| | <ul style="list-style-type: none"> Very good synthesis and balanced, critical evaluation of a range of arguments, evidence, sources and perspectives using a range of criteria Makes fully supported, credible judgements and reaches balanced, convincing conclusions clearly related to the question posed | <ul style="list-style-type: none"> Good synthesis and critical evaluation of arguments, evidence, sources and perspectives with some explanation Makes supported, reasoned judgements and reaches conclusions on the question posed | <ul style="list-style-type: none"> Basic synthesis and evaluation of some arguments, evidence, sources and perspectives to identify a few strengths and/or weaknesses; undeveloped, and assertive Makes some mainly asserted judgements and reaches a basic conclusion generally related to the question posed | <ul style="list-style-type: none"> Limited synthesis and evaluation of arguments, evidence, sources and perspectives; evaluation may only be asserted, implied or through juxtaposition Makes only unsupported, assertive judgements and limited conclusions of marginal relevance to the question posed | |

| AO2 – Reflection | | | | | |
|---------------------------------|--|--|--|---|--------------------------|
| Level Marks | Level 4 7–8 | Level 3 5–6 | Level 2 3–4 | Level 1 1–2 | 0 |
| Marking criteria for AO2 | <ul style="list-style-type: none"> Describes and explains in detail how the research has influenced personal and alternative perspectives and learning Describes and explains the purpose of a range of further research Describes and explains in detail how their work placement experience has affected their own and other perspectives and learning | <ul style="list-style-type: none"> Describes and partly explains how the research has influenced personal and alternative perspectives and learning Describes and partly explains several suggestions for further research Describes and partly explains how their work placement experience has affected their personal perspectives and learning | <ul style="list-style-type: none"> Describes briefly how the research has influenced personal perspectives and learning Describes briefly one or two suggestions for further research Describes briefly how their work placement experience has affected their personal perspectives and/or learning | <ul style="list-style-type: none"> The influence of the research on personal perspectives and learning is mainly implicit, if present Makes a suggestion for further research The influence of the work placement experience on personal perspectives and learning is mainly implicit, if present | No creditworthy material |

| AO3 – Communication | | | | | |
|---------------------------------|--|--|---|--|--------------------------|
| Level Marks | Level 4 10–12 | Level 3 7–9 | Level 2 4–6 | Level 1 1–3 | 0 |
| Marking criteria for AO3 | <ul style="list-style-type: none"> Presents an essay clearly and concisely, using a wide range of appropriate technical terms and fully cited references Uses written English language clearly and accurately; arguments are well structured and coherent; there are very few, if any, spelling, punctuation and grammatical errors Describes and explains in detail the relevance of the issue to the <i>HSC Pro strand followed and the work placement context</i> | <ul style="list-style-type: none"> Presents an essay which is generally clear and concise, using a range of technical terms and cited references Generally uses written English language clearly and accurately; arguments are usually structured and generally coherent; there are a few spelling, punctuation and grammatical errors Describes and partly explains the relevance of the issue to the followed <i>HSC Pro strand and the work placement context</i> | <ul style="list-style-type: none"> Presents an essay which has some clarity, using some technical terms; some sources are cited and listed Uses written English language to establish understanding and meaning, however clarity and accuracy are uneven; arguments lack structure and coherence at times; there is a range of spelling, punctuation and grammatical errors Describes briefly the relevance of the issue to the followed <i>HSC Pro strand and the work placement context</i> | <ul style="list-style-type: none"> Presents an essay that lacks clarity; if present, technical terms are not used appropriately; sources are generally not cited or listed Uses written English language to establish some understanding and meaning, however clarity and accuracy are very uneven; arguments are not clearly expressed; there is a wide range of spelling, punctuation and grammatical errors that inhibit communication The relevance of the issue to the followed <i>HSC Pro strand and the work placement context</i> is mainly implicit, if present | No creditworthy material |