

Principal examiner reports for teachers

Principal examiner reports for teachers summarise what candidates did well and what candidates needed to improve for this examination series only.

This report is to be used in conjunction with the question paper and mark scheme.

For guidance on teaching and learning we provide resources for many of our syllabuses.

Resource	Where to find it
Grade descriptions – Grade descriptions describe the level of performance typically demonstrated by candidates achieving the different grades awarded for a qualification.	School support hub Select: Subject > Resource finder > Syllabus and specimen materials
Schemes of work – Schemes of work are designed to support you in your teaching and lesson planning.	School support hub Select: Subject > Resource finder > Teaching and learning
Lesson planning – Guidance on how to plan a lesson.	Lesson planning
Resource plus – There may be additional resources such as teaching packs containing lesson plans, resources and worksheets and videos for aspects of your syllabus.	School support hub Select: Subject > Resource finder > Teaching and learning
Teaching tools	Teaching Tools
Exemplar candidate responses	School support hub Select: Subject > Resource finder > Teaching and learning
Learner guide – A guide for students to help them understand what the course involves.	School support hub Select: Subject > Resource finder > Teaching and learning
Community forums – Do you have a question or something to share? Our online forums are great way to keep up to date with your subject and the global Cambridge community.	Community forum on the school support hub
Access to scripts for this series.	Access to scripts service
Results analysis is available for some syllabuses.	Results analysis
Test maker is available for some subjects.	Test maker

Other services from Cambridge International Education

- [Digital mocks service](#)
- [Insight assessments](#)
- [Professional development](#)
 - [Focus on assessment](#)
 - [Online marking workshops](#)

GLOBAL PERSPECTIVES

Paper 2069/12 Written Paper
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Key messages

What candidates did well

- Identify information and statements from a source relevant to a global issue.
- Analyse a source to describe a perspective about a global issue.
- Justify an opinion about the main cause of a global issue.
- Identify strengths and weaknesses of research into a global issue.
- Identify some research methods and evidence that could be used to test a claim.
- Identify the strengths and weaknesses of an argument.
- Use material from arguments to justify a judgement about the quality of an argument.

What candidates needed to improve

- Explain in more detail the strengths and weaknesses of research into a global issue.
- Relate the evaluation of research to the purpose of the investigation and the research question.
- Explain the reasons for a research design to test a claim.
- Explain the strengths and weaknesses of an argument.
- Explain the reasons for judgements about the comparative quality of arguments.
- Develop a clear and convincing line of argument to justify an action or perspective.

Comments on specific questions

Question 1

(a) Comprehensive responses

- Most candidates identified the average cost per vehicle theft in 2020 as \$9166.

Limited responses

- Some candidates suggested an incorrect statistic from the source and/or omitted the units in dollars.

(b)(i) Comprehensive responses

- Most candidates identified a generalisation from Source 2. The examples most frequently identified were 'theft is a significant issue', 'car theft can only be solved if everyone works together', and 'crime also costs businesses money'.

Limited responses

- Some candidates did not understand the meaning of generalisation and therefore suggested statements from the source which were not generalisations.

(ii) Comprehensive responses

- Most candidates showed understanding of generalisations and explained why the chosen example was a generalisation.

Limited responses

- Some candidates showed understanding of generalisations without linking their response to the chosen example.

(c) Comprehensive responses

- Most candidates described a range of aspects of the perspective of the international police organisation in Source 2. This included the global issue, its cause and consequences, the organisation's values, and its actions.

Limited responses

- Some candidates described a limited number of aspects of the perspective.
- Some candidates described their own opinions or views about the global issue in the source.
- Some candidates analysed and evaluated the source, which was not required.

(d) Comprehensive responses

- Many candidates were able to identify a cause of vehicle crime from either Source 1 or Source 2 and clearly explained why the chosen cause was the most significant, from their point of view. Most candidates chose to explain either economic reasons like poverty, financing international crime, or lack of vehicle security.
- Most candidates justified the reason selected by explaining the range and depth of its impact on:
 - the amount and nature of vehicle crime
 - the employment and standard of living of individuals and families
 - economic growth and development
 - international criminal activities
 - causing other issues in people's lives.

Limited responses

- Some candidates described their own perspective or opinion about vehicle crime generally rather than explaining the cause and why it was the most significant.
- Some candidates described the general effects or consequences of vehicle crime rather than the identified cause.

Question 2

(a) Comprehensive responses

- Most candidates demonstrated the skills to analyse and evaluate the research design and methods described in Source 3.
- Most candidates provided thorough explanations of both strengths and weaknesses of the research.
- Most candidates discussed some of the following aspects of the research, including:
 - the research aim and absence of a specific research question
 - the methods – interviews
 - the subjects – expertise and experience
 - the sample size and suitability
 - the place and conditions where the research was conducted
 - recording of data
 - verification and triangulation possibilities
 - trust in the research outcome and conclusion.
- Responses which discussed the 'fitness for purpose' of the research design and quality of evidence gathered.
- Responses which applied methodological concepts accurately in the evaluation of the research, for example sampling, representative, validity, reliability, type and quality of evidence, relevance, accuracy of data, recency, ethics, and confidence.

Limited responses

- Some candidates focused only on strengths or weaknesses of the research and therefore omitted part of the question.
- Some candidates listed a very wide range of strengths and weaknesses without explanation. These responses could be improved by explaining the impact of fewer strengths and weaknesses on the quality of the evidence gathered or the reliability of the research outcomes.
- Some candidates discussed general strengths and weaknesses of different methods, some of which were not part of the research in the source. These responses could be improved by careful linking to the purpose of the research in the source.

- Some candidates speculated about potential strengths and weaknesses when there was no evidence or reason in the source to support the evaluation, for example about the quality of the questions in the interview.

(b) Comprehensive responses

- Most candidates described and fully explained their reasons for choosing a range of methods and sources of evidence.
- Most candidates clearly and explicitly related their research design to the purpose of the research, which was to test the claim. This included both aspects of the claim – vehicle crime and increasing nationally.
- Most candidates included discussion of some of the following methods and evidence:
 - surveys of people who have been victims of vehicle crime, past and present
 - interviews with people who have experienced vehicle crime
 - discussions and consultations with experts on patterns of vehicle crime, for example with the police, government authorities and university researchers or professors of criminology
 - gathering information and data from police authorities, vehicle manufacturers and repair garages
 - finding past studies and academic research articles from reputable organisations with research expertise on vehicle crime
 - conducting case studies of some vehicle crime cases
 - conducting secondary research into internet and media material about vehicle crime and trends
 - comparison of data gathered from different methods and sources to triangulate and verify outcomes
 - presentation of relevant research findings and conclusions about migration using statistics, graphs, and research reports.

Limited responses

- Some candidates simply asserted some methods and sources without explanation.
- Some candidates listed a very wide range of methods and types of evidence without relating them to testing the claim in the question. These responses could be improved by explaining in detail several methods and several sources of evidence, carefully relating them to the claim.
- Some candidates discussed the issue of crime in general and gave reasons for and against trying to prevent vehicle crime.

Question 3

Comprehensive responses

- Most candidates analysed the evidence, reasoning and language presented in both arguments using concepts in critical thinking. These concepts included some of:
 - expertise and ability to know
 - bias and vested interest
 - clarity and tone of language
 - reasoning and line of argument – balance, relevance, and logic
 - credibility of arguments and reasons
 - quality of evidence and sources – accuracy, citation, recency, and adequacy
 - authorship – reputation, authority and professionalism
 - citation – verification and authenticity
 - values and ethics.
- Most candidates evaluated several aspects of each argument with explanations relating to the impact on the quality of the argument.
- Most candidates included structured comparison of the arguments with a clear judgement in a conclusion about which argument was more convincing.
- Most candidates made frequent use of material and quotations from the source to support their opinion.
- Most candidates concluded that Berta's argument was more convincing than Abilo's.
- The main evaluative reasons discussed by candidates tended to be:
 - greater expertise and knowledge due to her work in the motor industry
 - more and extensive and higher-quality research evidence and data to support his argument using international sources from the UN and news media that are likely to be authoritative and respected organisations

- inclusion of some citation, though not complete, that might enable verification and greater trust in the argument
- effective use of rhetorical questions to get the attention of readers
- Berta had a more balanced argument acknowledging different perspectives in comparison to Abilo.
- more reference to suggestions for action to solve the problem in Berta's argument
- some exaggeration and generalisation in Abilo's argument
- an absence of respect in Ellen's argument as she was more negative about and less balanced in her outlook on the role of different groups in vehicle crime
- less convincing evidence not based on systematic research from magazines and friends
- less potential for vested interest and bias due to Abilo's volunteer activity with the police.

Limited responses

- Some candidates did not use relevant material taken from the source. These responses could be improved by referring to material and evidence from the arguments in the source as examples to justify judgements and conclusions.
- Some candidates only discussed one of the arguments in the source and therefore did not respond to all aspects of the question.
- Some candidates did not make a judgement about which argument was more convincing and therefore did not fully answer the question.

Question 4

Comprehensive responses

- Most candidates clearly identified an action to recommend to a government to reduce the amount of vehicle crime and justified their choice of action with a range of detailed explanations.
- Many candidates discussed two or three of the suggested actions by comparing the potential impact and strengths and weaknesses of each proposal in the question.
- Most candidates discussed the impact of the recommended action on the amount of vehicle crime.
- Most candidates presented an argument to justify their recommendation that was well structured and had a clear line of reasoning.
- Most candidates recommended either providing more police to prevent vehicle crime or encouraging manufacturers to improve vehicle security. The main reasons given by candidates related to the level of impact of:
 - increased deterrence, security and surveillance on levels of vehicle crime
 - greater ease of detection of vehicle crime
 - profits and costs for manufacturers
 - the economic situation of different social groups
 - opportunity costs for governments and the reactions of different groups to the potential for increased taxation to pay for the actions
 - access to funding and resources for the implementation of the actions
 - barriers to change, for example due to changing and improved security technology and/or the ability of criminals to find ways around innovations
 - political and ethical issues relating to responsibility for solving the problem of vehicle crime.
- In addition to the material and arguments from the sources, some candidates used their own examples, reasons and experiences as evidence to support their arguments.

Limited responses

- Some candidates did not consider different arguments and perspectives. These responses could be improved by discussing more than one of the proposed actions or the reactions of different groups of people to the proposals.
- Some candidates did not clearly recommend one of the actions. These responses could be improved by expressing the recommendation in the introductory sentences of the response and reaching an explicitly stated conclusion about which action is recommended.
- Some candidates discussed the general benefits of reduced crime without responding to the issue in the question. These responses could have been improved by focusing explicitly on the way that the action could reduce vehicle crime rather than the benefits of reduced crime in general.

GLOBAL PERSPECTIVES

Paper 2069/02 Individual Report
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Key messages

To fulfil all requirements

- Candidates formulate a research question about a global issue.
- Candidates research different perspectives on their issue.
- Candidates establish the global nature of the issue in their introduction.
- Candidates explain causes and consequences of the global issue.
- Candidates present and explain one global and one national or local perspective on the global issue.
- Candidates analyse and evaluate possible courses of action.
- Candidates evaluate their evidence and sources.
- Candidates answer their research question and reflect on their own perspective.

What candidates did well

- Most candidates presented a relevant research question on a global issue.
- Some candidates identified their chosen issue, provided a little evidence of its global nature, and briefly explained why it is an issue.
- Some candidates explained the causes and consequences of their chosen global issue.
- Some candidates presented developed, explained and supported Global and National perspectives on their chosen global issue.
- Some candidates presented two relevant courses of action, fully explaining how they could be implemented and evaluating their practicality and impact.
- Some candidates explicitly chose one of the two courses of action, explaining in detail why this course of action was preferred.
- Some candidates evaluated both evidence and sources used, making 4 different appropriate and developed points, explaining how these impacted their research and the argument.
- Most candidates reflected on their own perspective and answered their research question.
- Most candidates referenced their sources, attributing all material they used in their essay, and providing a full reference list and/or footnotes.

What candidates needed to improve

- Candidates must select a global issue to research.
- Their question should be answerable and answered. A question that is answerable with a Yes or No is most accessible for candidates working at this level.
- Candidates should structure their work in the form of an essay, covering all required criteria. They could use sub-headings or a template.
- Candidates should ensure that they only include material relevant to the specific issue as identified in their research question.
- Candidates should observe the allowed word count. Any work beyond the word count will not be considered, and the full word count may be needed to provide the level of detail required.
- Candidates should concentrate on researching different views, feelings and opinions, as the focus of this qualification is perspectives.
- Candidates should evaluate both evidence and sources used. They should consider the quality of evidence and the credibility of sources.

Comments on specific tasks/activities

Analyses a global issue (AO1)

What candidates did well

- Some candidates successfully introduced their chosen global issue, briefly explaining why it is an issue, and establishing the global nature of the issue by presenting some relevant supporting information in their introduction. They usually explained their question. This enabled them to set out their argument clearly and to convince the reader of the relevance and global nature of their chosen issue. It gave them a good basis for a well-structured essay.

Here is an example of an effective introduction.

‘Should developed countries accept more refugees to help address the global refugee crisis?’

Introduction

The refugee crisis is one of the most pressing global issues of the 21st century, affecting millions of people who are forced to leave their homes due to war, persecution, violence and human rights violations. According to the UNHCR, 2023, more than 122 million people worldwide are forcibly displaced, including refugees, asylum seekers and internally displaced persons. This figure shows that forced migration is not a national problem, but a global humanitarian crisis affecting countries across all continents.

Refugee migration often defined as the forced movement of individuals who flee their home count countries due to serious threats such as conflict or persecution. Is explained by the UNHCRA situations where individuals are unable or unwilling to return home because their safety is at risk. This highlights that refugees are not voluntary migrants but people escaping life threatening conditions.

While refugee resettlement is considered by some as an act of humanitarian responsibility and global solidarity, others argue that developed countries already face economic pressure, housing shortages and social challenges. However, others claim that wealthier nations have a legal and moral obligation to accept more refugees in line with international human rights laws. The question of whether developed countries should take in more refugees is therefore a deeply debated global issue.

This introduction clearly introduces the reader to the issue of the global refugee crisis and explains it sufficiently for us to accept that this is an issue. It provides information to establish that it is indeed a global issue and sets out in general terms the different perspectives on the issue that may be explored in the essay.

What candidates needed to improve

- In their introduction, candidates should focus on clearly stating what their chosen issue is, explaining briefly why it is an issue and providing evidence that it is a global issue.
- Candidates should avoid generalised and lengthy dictionary definitions, or explanations of how they intend to research, or their aims, or their personal reasons for carrying out the research. This is because the introduction should be focused and clear.
- Candidates should be clear and succinct in their introduction so that the reader starts with an understanding of the issue the candidate will be exploring and the question they will be answering.

Here is an example of a less effective introduction:

‘How do immigrant communities impact the local environment and culture?’

By definition, migration is the transit of individuals from one region of land to another. A region of land could be defined as a country, a continent, a state, or any political way to refer to a place¹. There are different definitions which tell us what different people think migrants are defined as. For example, the United Nations defines migrants as people who reside in a region outside of their birth country with intentions of establishing themselves there². Another issue that we will be facing is social integration. Social integration is a long and intricate process which migrants undergo to settle into their new life into the new region they have transferred themselves to³. There are many different ways for one to settle themselves in a local community. But it majorly sums up to acceptance by the region’s locals. The concept of community participation and social integration is a widely discussed issue due to the impact on the world’s population globally. This therefore causes many discussions about equality, coexistence and humanity within our society.

Though the question and the introduction indicate that the essay will be about the topic of migration, the introduction does not communicate to the reader why migration is an issue or how the local environment or culture might be impacted. The reader is therefore unsure what the specific focus of the essay will be or whether different perspectives might be explored.

Reflection (AO2)

What candidates did well

- Candidates concluded their essays with a detailed reflection on the chosen issue and the question. They presented their original perspective, what they had thought or believed before they researched. They reflected in detail on how their own perspective had been impacted by their research, by what they had learnt and from/about others' perspectives. They answered their research question directly. This provided a logical conclusion to their essay.

Example of effective reflection:

Should vaccination be mandatory for school attendants, even if parents disagree?

Initially, I believed that vaccination should not be forced and it should be the responsibility of individuals. Growing up in India, vaccines are widely provided with school entry requirements. There was also a general high satisfaction with vaccine policy like the COVID vaccine, thus persuading me to believe that mandatory vaccine for school entry was unreasonable as it interferes with human rights without seeming to have many benefits. However, now that I have read more extensively on the issue. I understand that it's not realistic to hope that everyone does vaccinate and this poses an elevated risk as it could endanger public health. That does not mean that we should not attempt to give people the right to reject getting a vaccine for their child if they do not feel safe. We should respect their views.

In conclusion, mandatory vaccination for school attendance is a crucial public health strategy that protects children and communities from vaccine preventable diseases. Countries such as Italy, France and the USA who have implemented such policy mostly show increased vaccine coverage, reduced outbreaks and achieving herd immunity, protecting people who cannot be vaccinated from such diseases. But there are still valid concerns from some parents, raising concerns about the possible risks of vaccines and personal beliefs, but these concerns risk the community's safety. To ensure its success, the government should implement strong educational campaigns and accessible school-based programmes, to gain the trust of the people. Overall, making mandatory school vaccines is effective and justified to protect the health and well-being of candidates and the community.

The candidate presents their original view and explains why they had that view. They reflect on research, learning and others' perspectives to explain how their understanding/perspective has developed. They answer their question thoughtfully and explicitly having reflected in detail and in a balanced way.

What candidates needed to improve

- Candidates should reflect on their own thoughts on the issue, considering what they thought before they started researching and how their thinking or understanding has developed or changed as a result of exploring the issue in detail.
- Candidates should answer their research question directly and explicitly.
- Candidates should ensure that their conclusion focuses on their chosen issue and the question they asked and does not veer off into discussion of new information or a different question or issue.

Example of less effective reflection:

Should governments invest in self-driving public transportation?

Conclusion:

Supporters of self-driving cars thought that they could help ease traffic, reduce pollution and make travel easier for everyone. These benefits of making self-driving cars available in service initially made it possible for the government to invest in them. However, solving these huge issues would not be that simple, and there are also concerns about safety, the high cost of building the system, the need for new infrastructure and whether the public will accept it. Additionally, there's the worry about jobs for current drivers. While self-driving buses and other public transport have a lot of potential, they need to be developed carefully,

managed well and introduced slowly to address these issues. Eventually there are two paths. One is a careful step-by-step rollout. That uses pilots and gradual expansion, which would focus on safety, public trust and keeping costs under control. The other solution is a large-scale launch to grab economic and technological benefits as quickly as possible. Given the open questions around safety, the high costs and the risk of social pushback, the careful approach is strongly preferred. By testing and getting the public involved, it will slowly gain evidence, trust and a solid foundation for using this technology in public transport over the long term and deciding whether the government should really invest in them.

The conclusion repeats some of the argument. The candidate outlines possible courses of action and does not tell the reader what they think about this issue. We are not told what the candidate's perspective is or whether this has changed in any way. The question is not answered directly or clearly.

GLOBAL PERSPECTIVES

Paper 2069/03 Team Project

Key messages

What candidates did well

- Teams were of two or more candidates.
- Teams identified local projects and designed Actions that had been supported by their research findings.
- Plans were written before Actions were taken and were detailed.
- Plans included how success was to be measured, and how Evidence of their Action was to be captured.
- Evidence of Action included one piece of evidence that showed the Action taking place.
- Reflective Papers used evidence to support evaluations and reflections throughout the report.
- Reflective Papers made clear their individual research findings and their learning from the project overall about the local issue.
- Reflective Papers were organised to present responses to the full range of criteria.

What candidates needed to improve

- A team must have at least two members.
- Research findings must not be reported in the Explanation and Planning.
- The Explanation of Research and Planning must be a planning document.
- The Reflective Paper must not describe the Project or repeat elements of the Explanation of Research and Planning.
- The Reflective Paper must meet the requirements of the syllabus, and candidates must be able to show their understanding of the assessment requirements.
- Reflections and evaluations must be explained using examples from this project.
- Reflections on learning about the issue must be clearly separate from own research findings.

Comments on specific tasks/activities

Explanation of Research and Planning

What candidates did well

- Candidates who used a table to develop their planning document ensured that all aspects of the requirements were met.
- Planning was in three phases: planning research and discussing findings to make sure their topic will be useful, planning the Action, and noting what had to be changed.
- Planning included details of the Action, such as: what the Action was to be, which member of the team would take what actions and be responsible for which aspects and details of how they will collect evidence and how they will measure success. The plan must be revisited after the Action to note any changes that had to be made. Table A Stand 4 asks for a plan of the Action. One team wrote: 'Our aim is to raise awareness about how badly we students look after our school environment. The four of us will divide the school grounds between us. We will each collect litter in white bags, using litter pickers from Maintenance). We will each use different bags for Monday's, Wednesday's and Friday's litter. We will present our work to our year group, sharing discussions about the slides between us, and show the bags at the front of the hall as we do so. Team member S will distribute a survey.'

What candidates needed to improve

- Candidates needed to use teamwork skills to plan their research and discuss findings.
- Candidates needed to use teamwork skills to plan the Action in detail.
- Candidates needed to report changes that had to be made to their plans after the Action had been completed.



Evidence of Action

What candidates did well

- Candidates who presented evidence of the team carrying out the Action ensured that the requirements had been met.

What candidates needed to improve

- Candidates needed to be seen carrying out their Action in their Evidence of Action.

Collaboration

What candidates did well

- All members of many teams actively took part in the project. Candidates communicated clearly with each other, solved problems, resolved conflict and divided work fairly between the team, recognising the skills of each team member.
- Candidates kept detailed notes on what went well and what could have been improved. (These notes are not to be submitted).

What candidates needed to improve

- Candidates needed to make best use of the skills of all team members.
- Candidates needed to keep notes on or a log of teamwork activities: when teamwork was a benefit, and when it was a challenge, when the candidate worked well with the team and what the candidate could have done more effectively, both as a team member and individually.

Reflective Papers

What candidates did well

- Candidates who developed their Reflective Papers in line with the assessment criteria ensured that all the requirements of the Reflective Paper were met. Many used side headings taken directly from the assessment criteria to do this.
- Candidates were mindful of the skills of collaboration, and used detail from the project to explain benefits and challenges of teamwork.
- Many candidates wrote Reflective Papers where their own research findings were clear, and their learning from the project overall about the local issue was separate. For example, one candidate wrote about access to healthcare in their community:
'my research (see later in this paper) has told me about the global norms in healthcare provision, and the impact this has on families' economic life. People I spoke to on our visit told of difficulties accessing healthcare locally without a job that provides surplus income. This was often followed by the difficulties in continuing to work with acute illness and, where the illness is with a child, the difficulty of the mother in carrying out work to help support the family. It seems that many people's needs are improperly met. This is in stark contrast to the leaflets and posters that we see everywhere promoting our country's actions to improve access to healthcare. These two faces left me in little doubt that there is more work to be done, and gave hope that our presentation might trigger people to engage with the issue.'
- Many candidates effectively evaluated their Actions, using feedback from an audience or from participants in the activity to develop two points of evaluation.
- Some candidates evaluated their own task performance, giving evidence from this project.

What candidates needed to improve

- Candidates needed to reflect and evaluate aspects of team project, and not describe plans or events.
- Candidates needed to develop explanations of their points using evidence from the project.
- Candidates needed to take note of the details of the assessment requirements. For example, where explicit and detailed benefits and challenges of teamwork were required, candidates needed to write about more than one benefit and more than one challenge, making it clear why each was a benefit or a challenge in this situation.
- Candidates needed to be clear about what their own research findings, and give a summary of their findings and how these impacted the Action.
- Candidates needed to reflect on their learning from both team research and from perspectives on the issue.
- Candidates needed to present their work responding to each required element separately.