

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in  
Government & Politics (6GP03/3D)

Paper 3D: Global Politics

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## General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

**Question 1**

**Indicative content (*this is not an exhaustive account of relevant points*)**

State sovereignty refers to the ability of the state to act independently and autonomously in global politics and also implies that states are legally equal and remain politically independent and in control of their own territory.

State sovereignty may be considered of declining importance because of a number of developments:

Globalisation, in all of its forms, has led to deeper levels of interdependence and interconnectedness. State borders are increasingly porous and sovereignty has declined in significance.

The emergence of non-state actors, such as transnational corporations and non-governmental organisations, have created a level of bodies which seem, at times, to be able to operate outside the traditional constraints of sovereignty.

A trend towards regional and even global governance also appears to have altered the traditional concept of state sovereignty.

The creation of international judicial bodies such as the ICC and the growth of human rights awareness and humanitarian intervention all appear to have eroded the significance of state sovereignty.

A threshold Level 2 response will typically exhibit the following features:

A threshold Level 3 response will typically exhibit the following features:

LEVELS	DESCRIPTORS
<p><b><i>Level 3</i></b> <b>(11-15 marks)</b></p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 2</i></b> <b>(6-10 marks)</b></p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 1</i></b> <b>(0-5 marks)</b></p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>

<b>Question 2</b>	
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<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
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A great power is a state deemed to rank amongst the most powerful in a hierarchical state system. Great powers can be distinguished from other states by a number of factors. They are usually distinguished by their economic strength, their economic power, their global, and not merely regional, spheres of interest, and their 'forward' foreign policies. They are also in the first rank of military prowess.

The term superpower began to circulate in the aftermath of WWII and was used to indicate a power that was greater than a traditional great power. The term tends to be used specifically to refer to the USA and the Soviet Union during the Cold War period, and to the USA

alone in the post-Cold War period. A broad definition of a superpower is that it possesses great power 'plus great mobility of power'. Superpowers typically possess a global reach, a predominant economic and strategic role within their respective ideological bloc or sphere of influence, and preponderant military capacity, especially in terms of nuclear weaponry.

A threshold Level 2 response will typically exhibit the following features:

A threshold Level 3 response will typically exhibit the following features:

<b>LEVELS</b>	<b>DESCRIPTORS</b>
<p><b><i>Level 3</i></b> <b>(11-15 marks)</b></p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 2</i></b> <b>(6-10 marks)</b></p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 1</i></b> <b>(0-5 marks)</b></p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>

### Question 3

#### **Indicative content (*this is not an exhaustive account of relevant points*)**

Regionalism is the theory or practice of coordinating social, economic or political activities within a geographical region comprising a number of states. Regional integration and cooperation and the establishment of regional organisations takes place for a number of reasons, which include military, economic, political and cultural.

The EU serves as the most advanced example of regionalism worldwide, but there are other examples including regional economic blocs such as NAFTA and ASEAN and regional political blocs such as the African Union. The types of regional organisation range from loose and non-binding agreements amongst states to complex institutional arrangements, as found in the EU.

Regionalism is often linked to a wider growth of interdependence and to the rise of globalisation. The most significant impetus towards international regionalism has been economic with regional economic blocs helping to facilitate trade amongst states, giving them access to larger markets.

In other cases such as the African Union, ASEAN etc. the impetus for regionalism may be as a looser foundation for political cooperation, security and/or protection of cultural identity and values. It may also occur in order to reduce or end conflict and to promote social and legal rights.

A threshold Level 2 response will typically exhibit the following features:

A threshold Level 3 response will typically exhibit the following features:



LEVELS	DESCRIPTORS
<p><b><i>Level 3</i></b> <b>(11-15 marks)</b></p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 2</i></b> <b>(6-10 marks)</b></p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 1</i></b> <b>(0-5 marks)</b></p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>

<b>Question 4</b>	
<b>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</b>	
<p>Economic globalisation refers to the process whereby all national economies have, to a greater or lesser extent, been absorbed into an interlocking global economy. There are numerous regional and global bodies that can be used to illustrate economic globalisation.</p> <p>Economic globalisation has been considered an element of neo-colonialism. Critics of globalisation have drawn attention to the emergence of new and deeply entrenched patterns of inequality, as TNCs and industrially advanced states generally take advantage of the developing world. Industrially advanced states may take advantage of relatively lower wages and weaker regulations and may focus on so called 'cash crops' rather than the domestic needs of the host state.</p> <p>Other controversies have been linked to a perception that economic globalisation diminishes the influence of national governments, appears to be quite consistent with the survival of authoritarianism in states such as China and also that it has been associated with the spread of consumerist materialism, helping to undermine cultural and social distinctiveness in many parts of the world, but especially the developing world.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <p>A threshold Level 3 response will typically exhibit the following features:</p>	

LEVELS	DESCRIPTORS
<p><b><i>Level 3</i></b> <b>(11-15 marks)</b></p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 2</i></b> <b>(6-10 marks)</b></p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 1</i></b> <b>(0-5 marks)</b></p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>

**Question 5**

**Indicative content (*this is not an exhaustive account of relevant points*)**

The Group of Eight (G8) emerged with the inclusion of Russia in the G7 in 1997. The primary objective of the G8 has been to ensure the overall coordination of the system of global economic governance.

The G8 has been a focus of anti-globalisation protests with criticism levelled at the perceived inability or unwillingness of the G8 to deal, effectively, with poverty, inequality and climate change.

The shift in the world economy towards emerging economies has undermined the legitimacy of the organisation and the ability of the G8 to make meaningful decisions. The exclusion of Russia, as a consequence of its involvement in the 2014 Crimea crisis in Ukraine, led to a reduction to 7 members and a decision to meet as the G7 group of nations.

The emergence of the G20, which has been the key focus for dealing with the global financial crisis, seems to have further weakened the significance of G8.

A threshold Level 2 response will typically exhibit the following features:

A threshold Level 3 response will typically exhibit the following features:

LEVELS	DESCRIPTORS
<p><b><i>Level 3</i></b> <b>(11-15 marks)</b></p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 2</i></b> <b>(6-10 marks)</b></p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.</li> </ul>
<p><b><i>Level 1</i></b> <b>(0-5 marks)</b></p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> <li>• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.</li> <li>• ability to analyse and explain political information, arguments and explanations.</li> <li>• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.</li> </ul>

## Question 6

### Indicative content (*this is not an exhaustive account of relevant points*)

The United Nations was formed in 1945 with a number of aims, which included:

To 'save succeeding generations from the scourge of war'

To 'reaffirm faith in fundamental human rights'

To 'promote social progress and better standards of living'

To uphold a respect for international law.

A number of new aims have been developed in more recent years as concern has grown in areas such as the environment.

The United Nations still has a principle of collective security but some would argue that it continues to be dominated by certain powers (Permanent Security Council members) and that this blocks the UN from achieving aims. Despite the end of the Cold War, the UN can still be characterised by deadlock and paralysis. The UN has been slow to become involved in certain conflict areas or has been unable to become involved in others. Examples such as Rwanda, Yugoslavia, Libya and Syria could be used here. The General Assembly remains a forum for debate and diplomacy but has also been used to score political points and to apply pressure on certain states. The UN has been unable to reverse the proliferation of nuclear weapons and to ensure a wider disarmament and, despite the efforts of the United Nations, there are still human rights abuses. The efforts of the United Nations to tackle global poverty have stalled with the acceptance, in the UN's 2009 progress report, that the achievement of the 2000 Millennium Development Goals by 2015 was unrealistic.

The UN is widely respected and acknowledged as the only international organisation that provides the opportunity for the whole international community to address concerns. There has been progress in achieving a number of long term and more recent UN aims. The UN is involved in a wide variety of areas that range from peace and security through to non-proliferation, poverty reduction, gender equality, emergency support, disarmament etc. The UN has developed newer aims, over and above the original aims, and has made some progress through agencies such as the International Atomic Energy Agency (IAEA) and Intergovernmental Panel On Climate Change (IPCC). The UN is the leading organisation promoting economic and social development. The Economic and Social Council (ECOSOC) agencies continue to carry out valuable work although they are, arguably, underfunded. Other agencies such as the International Court of Justice (ICJ) can be used to provide examples where the UN has attempted to become involved in constructing a body of International Law and the UN has attempted to highlight human rights abuses through agencies and positions such as the Human Rights Council and High Commissioner.

A threshold Level 2 response will typically exhibit the following features:

A threshold Level 3 response will typically exhibit the following features:

<b>AO1</b>	<b>Knowledge and understanding</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 2 (5-8 marks)</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 1 (0-4 marks)</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>AO2</b>	<b>Intellectual skills</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations
<b>Level 2 (5-8 marks)</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations
<b>Level 1 (0-4 marks)</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
<b>AO2</b>	<b>Synoptic skills</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
<b>Level 2 (5-8 marks)</b>	Limited to sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
<b>Level 1 (0-4 marks)</b>	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions

<b>AO3</b>	<b>Communication and coherence</b>
<b><i>Level 3</i></b> <b>(7-9 marks)</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<b><i>Level 2</i></b> <b>(4-6 marks)</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<b><i>Level 1</i></b> <b>(0-3 marks)</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary



## Question 7

### **Indicative content (*this is not an exhaustive account of relevant points*)**

Assertions that EU integration is no longer desirable have occurred throughout the period that the organisation has existed. Loyalty to the nation state and the level of diversity within the EU point to an ultimate end to the process of integration and some would suggest even to an inevitable collapse and failure. Despite this doom-mongering, the organisation has survived and has continued to integrate in more and more policy areas of involvement.

In 2004, 10 new states joined the European Union, bringing its membership to 25 countries. In 2007 Bulgaria and Romania joined to bring membership to 27 and in 2013 Croatia brought membership to 28. Increased membership has brought with it institutional and other problems that tested the unity of the organisation. There have been significant disagreements between member states over the future integration of the organisation and in areas such as the need for reform of the Common Agricultural Policy, freedom of movement and the single market. The strains of operating as a two or multi-speed organisation have been evident. Widening has often been seen as a block to further deepening or integration.

The Eurozone crisis added to the pressures on the EU and the EU has struggled to deal effectively with the 2007 global financial crisis. Deficits in Spain, Portugal, Ireland and particularly in Greece led to further splits in the organisation and made clear the divide between those states with weak economies and those states, such as Germany, who were required to bail out others. Doubts about the future of the Eurozone coupled with disagreements over labour movement and regulations have certainly placed a strain on the EU. It could be argued that integration has gone as far as is desired and is realistically possible.

Despite predictions of imminent collapse, the EU has survived and grown over several decades. Growth has often provided the impetus for further integration. The EU remains the most advanced and significant example of regional integration and is seen as a model for other institutions to follow. The benefits of membership for many, if not all states, are apparent. The EU accounts for a significant percentage of world GDP and has been able to stand up to the USA in trade and other areas. Reform of the key institutions such as the European Parliament, Commission and Council have helped to ensure that the EU has survived and the Lisbon Treaty, although problematic in creation, has helped to ensure that the EU can continue to function. The EU has an influence economically and through a widening political and structural power, often linked to integration. Growth, rebranding and development in the face of new challenges have been central to the development and further integration of the EU.

The EU could theoretically integrate further in numerous areas such as single currency, long-term fiscal union, expansion of fundamental rights, Schengen agreement, military and foreign policy decision making etc. There is some appetite for this but equally there is resistance in some quarters, which was reflected in voting behaviour in the most recent EU Parliament elections, with significant resistance from a number of integration sceptic parties such as UKIP in the UK.

A threshold Level 2 response will typically exhibit the following features:

A threshold Level 3 response will typically exhibit the following features:

<b>AO1</b>	<b>Knowledge and understanding</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 2 (5-8 marks)</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 1 (0-4 marks)</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>AO2</b>	<b>Intellectual skills</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations
<b>Level 2 (5-8 marks)</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations
<b>Level 1 (0-4 marks)</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
<b>AO2</b>	<b>Synoptic skills</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
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<b>AO3</b>	<b>Communication and coherence</b>
<b><i>Level 3</i></b> <b>(7-9 marks)</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<b><i>Level 2</i></b> <b>(4-6 marks)</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<b><i>Level 1</i></b> <b>(0-3 marks)</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

## Question 8

### **Indicative content (*this is not an exhaustive account of relevant points*)**

Hard power is the use of military and economic means to influence other political bodies. Hard power is often aggressive, and is most effective when imposed by one political body upon another of lesser military and/or economic power. According to Joseph Nye, the term is "the ability to use the carrots and sticks of economic and military might to make others follow your will." Here, "carrots" are inducements such as the reduction of trade barriers, the offer of an alliance or the promise of military protection. On the other hand, "sticks" are threats including the use of coercive diplomacy, the threat of military intervention, or the implementation of economic sanctions. "Hard power contrasts with soft power, which comes from diplomacy, culture and history, the ability to attract and co-opt.

Hard power, and particularly military power, has traditionally been viewed as the primary currency of international politics. However, some argue that it no longer remains the dominant form of power in global politics.

The view that hard power is still dominant may focus on the following:

Realist theorists would argue that war is endless and that military power remains the only sure guarantee of a state's survival and security. The evidence of this is the continued arms expenditure and the horizontal proliferation of nuclear weapons. The security dilemma means that fear and uncertainty will always persist in international affairs and the evidence is that states, on the whole, prefer to retain a military capability. The use of military power in Ukraine and Georgia, by Russia, and the USA and others in Iraq and Afghanistan, supports the view that military hard power still has a use and a value. The emergence of new security challenges, notably terrorism, may require containment through military means. There is very little evidence to suggest that military hard power is seen as an outdated form of power. With predictions of a shift towards civilisational conflict it would seem likely that states will act to retain a military capability. Economic sanctions are routinely used by states against others such as the economic sanctions imposed on Russia following involvement in Ukraine.

In contrast, there has been a move from war to peace in global politics and a shift to what has been termed 'complex interdependence' with globalisation acting to bring states closer together in terms of trade in particular. Consequently, it can be argued that use of hard power is far less likely. Hard power has also been discredited in a number of conflict areas such as Ukraine, Chechnya and Iraq and states certainly seem to see a value in developing soft power capability as an alternative. We have seen the development of so called 'zones of peace' in which conflict is almost unthinkable. The spread of a western-style liberal democracy has also been argued to have reduced the likelihood of conflict between states as suggested by Fukuyama.

A threshold Level 2 response will typically exhibit the following features:

A threshold Level 3 response will typically exhibit the following features:

<b>AO1</b>	<b>Knowledge and understanding</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 2 (5-8 marks)</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
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<b>AO2</b>	<b>Intellectual skills</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations
<b>Level 2 (5-8 marks)</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations
<b>Level 1 (0-4 marks)</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
<b>AO2</b>	<b>Synoptic skills</b>
<b>Level 3 (9-12 marks)</b>	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
<b>Level 2 (5-8 marks)</b>	Limited to sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions

<b><i>Level 1</i></b> <b>(0-4 marks)</b>	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions
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<b>A03</b>	<b>Communication and coherence</b>
<b><i>Level 3</i></b> <b>(7-9 marks)</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<b><i>Level 2</i></b> <b>(4-6 marks)</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<b><i>Level 1</i></b> <b>(0-3 marks)</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

