Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCE in
Government and Politics (6GP04)
Paper 4D: Global Political Issues

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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.

No. 1	What is neo-colonialism, and how may it contribute to poverty?

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

- Neo-colonialism is a process through which the developed world controls developing states through a process of economic domination and exploitation, as opposed to direct political control.
- Neo-colonialism operates through the influence of countries from the developed world in the internal affairs of the countries of the developing world and suggests that the former colonial powers continue to apply existing and past international economic arrangements which allow them to maintain colonial control.
- Neo-colonialism is seen to operate through structural inequalities in the global economy, through which 'core' countries have benefited from being able to use 'peripheral' countries as a source of raw materials and cheap labour, while advanced technology and capital remains concentrated in 'core' areas.
- Neo-colonialism also operates through the activities of transnational multinational corporations which take advantage of the poverty, corruption and absence of effective government in much of the developing world to expand profits that are exported to their 'home' country.
- Neo-colonialism is also seen to operate through the free-market policies of institutions such as the World Bank and the IMF, particularly through the imposition of Structural Adjustment Programmes which force developing countries to open up their economies to world competition by liberalising areas such as trade.

A threshold Level 2 response will typically exhibit the following features:
- Likely to be a limited definition/explanation of central term – Neo-colonialism
- Likely to be two key reasons identified with limited explanation, examples and development

A threshold Level 3 response will typically exhibit the following features:
- Likely to be a good definition/explanation of central term – Neo-colonialism
- Likely to be three key reasons identified with good explanation, examples and development

LEVELS	DESCRIPTORS
Level 3 **(11-15 marks)**	Good to excellent: • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 **(6-10 marks)**	Limited to sound: • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 **(0-5 marks)**	Very poor to weak: • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 2	Why is the concept of 'rogue states' controversial?

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

- The term 'Rogue state is applied by some to those states that are considered a threat to the world's peace. Rogue states are often considered to be those states which have certain features which may include being ruled by authoritarian regimes that severely restrict human rights, sponsoring terrorism, and seeking to proliferate weapons of mass destruction. The term is used most by the United States although other states have also applied the term. However, it has been applied by other countries as well. Members of the US administration have historically applied the term to North Korea, Cuba, Iraq, Iran and Libya as well as Yugoslavia, Sudan and Afghanistan.

- The term is a historical term applied to states that may no longer be considered as such. The relationship between the US and Cuba as well as Iran has changed as US administrations have changed.

- There is significant disagreement between states as to where and why the term should be applied. A clear area of disagreement would be between the US and Russia over the Assad regime in Syria or between the US and others over Israel.

- The term tends to be applied by the western world and by the US in particular. Some states may view the actions of the US as representing the actions of a 'rogue state'. Some may see the application of the term by the US as an attempt to undermine those states that the US would wish to see weakened.

- Application of the term raises questions about respect for sovereignty and the need to carry out intervention/responsibility to protect.

A threshold Level 2 response will typically exhibit the following features:
- Likely to be a limited definition/explanation of central term – Rogue states
- Likely to be two key controversial areas identified with limited explanation, examples and development

A threshold Level 3 response will typically exhibit the following features:
- Likely to be a good definition/explanation of central term - Rogue states
- Likely to be three key controversial areas identified with good explanation, examples and development

LEVELS	DESCRIPTORS
Level 3 **(11-15 marks)**	Good to excellent: • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 **(6-10 marks)**	Limited to sound: • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 **(0-5 marks)**	Very poor to weak: • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 3	Explain why the North-South divide may no longer be considered relevant.

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

- The concept emerged from the Brandt Reports (1980, 1983) which highlighted the tendency for industrial development to be concentrated in the north and for poverty and disadvantage to be concentrated in the south, although the terms 'North' and 'South' were always essentially conceptual rather than geographical.
- The concept of the North-South divide also drew attention to the ways in which aid, developing world debt and the practices of transnational corporations helped to perpetuate structural inequalities between the high-wage, high-investment industrialised North and the low-wage, low-investment, predominantly rural South.
- The concept of a North-South divide may no longer be relevant because it is outdated due to development trends in the South and through the emergence of new patterns of poverty and disadvantage.
- Many Southern countries have made substantial economic and social progress in recent decades, notably China, India, the Asian 'tiger' economies and also parts of Latin America. These emerging economies are no longer seen to be structurally disadvantaged within the global economy. The other trend has been for poverty and disadvantage to be concentrated more narrowly in sub-Saharan Africa in particular.
- Moreover, the term has sometimes been abandoned through a recognition that poverty and under-development are highly complex phenomena with wide-ranging economic, cultural, social and political causes.
- The terms are often replaced with alternative and perhaps more meaningful terms such as the Wallerstein Core and Peripheral model.

A threshold Level 2 response will typically exhibit the following features:
- Likely to be a limited definition/explanation of central term - North-South divide
- Likely to be two key reasons identified with limited explanation, examples and development

A threshold Level 3 response will typically exhibit the following features:
- Likely to be a good definition/explanation of central term – North-South divide
- Likely to be three key reasons identified with good explanation, examples and development

LEVELS	DESCRIPTORS
Level 3 **(11-15 marks)**	Good to excellent: • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 **(6-10 marks)**	Limited to sound: • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 **(0-5 marks)**	Very poor to weak: • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 4	Why is the term 'human rights' given different meanings in different parts of the world?

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

- Human rights are rights to which people are entitled by virtue of being human.
- The concept of human rights has become more significant in recent years because there are implications on states and the international community to recognise and to protect human rights which may restrict or direct the actions of states. Consequently, there is debate regarding the term and different meanings are applied in different parts of the world. There are differences based on, for example, culture, ideology, political leadership, application and acceptance of universalism.
- There is debate about universalism and the idea that this may apply regardless of historical, cultural and other differences. Universalism is often portrayed as representing and enforcing a western perspective. Negative rights imply constraint on certain bodies including states whilst positive rights may imply a need for state intervention which states may be unwilling, unable or reluctant to provide.
- The Communitarian view is that cohesion and stability of the community comes before individual rights which may undermine society. Asian values suggest that cultural differences are significant and that there should be an emphasis on economic and cultural rights over civil and political rights as affirmed in the Bangkok Declaration 1993.
- There is an Islamic critique based on the idea that human well-being is divinely ordained and that there should be a cultural and religious context applied to any concept of human rights as affirmed in the Cairo Declaration 1990.

A threshold Level 2 response will typically exhibit the following features:
- Likely to be a limited definition/explanation of central term - Human Rights
- Likely to be two key reasons, or varied views of the term, identified with limited explanation, examples and development

A threshold Level 3 response will typically exhibit the following features:
- Likely to be a good definition/explanation of central term - Human Rights
- Likely to be three key reasons, or varied views of the term identified, with good explanation, examples and development

LEVELS	DESCRIPTORS
Level 3 **(11-15 marks)**	Good to excellent: • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 **(6-10 marks)**	Limited to sound: • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 **(0-5 marks)**	Very poor to weak: • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 5	What is sustainable development, and why is it controversial?

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

- The 1987 Brundtland Report defined sustainable development as 'development that meets the needs of the present without compromising the ability of future generations to meet their own needs'. Sustainable development focuses on developing strategies which promote development without environmental degradation, exploitation or pollution.
- There is debate as to what sustainable development means in practice and also on the extent to which growth and ecology can be reconciled.
- There is also debate as to whether any attempt to limit growth is realistic, particularly given that some political commentators suggest that states are unlikely to be able to coordinate sustainable development.
- There is a clear divide between supporters and opponents of sustainable development. Supporters include environmentalists who are concerned with tackling problems such as pollution, climate change, and threats to habitats and biodiversity. There is also support from those who fear that present patterns of economic and population growth are unsustainable and that the Earth is close to its 'carrying capacity'. Many on the political left, including anti-capitalists, can be found in this camp. Opponents argue that sustainable development restrains economic growth and is a luxury which only the wealthy can afford, and which hinders the development of the poorest people on the planet.
- There is bound to be opposition from those individuals and companies who benefit financially from preserving the status quo. Deep Ecologists believe that it falls short of what is needed to address environmental issues.

A threshold Level 2 response will typically exhibit the following features:
- Likely to be a limited definition/explanation of central term – Sustainable Development
- Likely to be two key controversial areas identified with limited explanation, examples and development

A threshold Level 3 response will typically exhibit the following features:
- Likely to be a good definition/explanation of central term – Sustainable Development
- Likely to be three key controversial areas identified with good explanation, examples and development

LEVELS	DESCRIPTORS
Level 3 **(11-15 marks)**	Good to excellent: • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 **(6-10 marks)**	Limited to sound: • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 **(0-5 marks)**	Very poor to weak: • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 6	To what extent is terrorism a significant threat to global security?

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

- The 9/11 attacks demonstrated how the world's most powerful state, in military as well as economic terms, can be vulnerable to external attack and that there is no real deterrence.
- Terrorist networks may be attempting to acquire and use weapons of mass destruction. Global terrorism requires few resources and can be carried out by small groups or even lone individuals.
- Increased global flows of people, ideas and information also make global terrorism particularly difficult to contain or prevent. The actions of recent terror groups have provoked a response from the major powers, the United States in particular, which may make a global 'clash of civilizations' more likely.
- The War Against International Terror (WAIT) led to an allegedly illegal invasion of Iraq which has served as a recruitment drive for Al Qaeda and led to numerous copycat attacks in places such as Bali, London and Madrid. The Iraq war also destabilised Iraq and led to a Sunni, Shia and Kurd divide, created the conditions for the rise of Islamic State and spilled over to civil war in Syria. The WAIT has been used to justify attacks by Russia in Chechnya and by Sri Lanka against the Tamil Tigers which may be seen as signs of global instability.
- Terrorism tends to be an issue within state borders and states have dealt with this age old issue for centuries without a threat to global security.
- The scale of death caused by terrorism is minimal in comparison to the deaths caused by other global issues. Approximately 3,500 people died in the 9/11 attacks, small by comparison with the scale of death through conventional warfare.
- Terrorist attacks are sporadic rather than sustained and terrorism cannot overthrow a government. Terrorism is a long standing and historic problem.
- Terrorism only 'works' when there is a military overreaction to it that ends up strengthening support for extremist groups. With the exception of the Iraq war, states have been keen not to over-react and to make clear that terrorists are relatively small in number and representative of small pockets of opinion in the global community.
- There are other more serious threats to global security including nuclear weapons proliferation, potential for civilizational conflict and environmental degradation.

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

- Likely to be a limited explanation/argument for the terrorism threat
- Likelihood of some limited explanation/argument as to why terrorism isn't a significant threat
- Limited use of examples to support the arguments
- Likelihood of at least a limited structure to the response

A threshold Level 3 response will typically exhibit the following features:
- Likely to be a good explanation/argument for the terrorism threat
- Likelihood of a good explanation/argument as to why terrorism isn't a significant threat
- Good use of examples to support the arguments
- Possibly consideration of wider alternative issues to provide perspective
- Likelihood of at least a good structure to the response

AO1	Knowledge and understanding
Level 3 (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
AO2	Intellectual skills
Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
AO2	Synoptic skills
Level 3 (9-12 marks)	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
Level 2 (5-8 marks)	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
Level 1 (0-4 marks)	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

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

No. 7	'The tragedy of the commons is the main barrier to effective global action over the environment.' Discuss.

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

- The 'tragedy of the commons' is the idea that common land could be subject to over-grazing because each herder was able to keep as many cattle as possible on the commons and this would lead to tragedy as the number of cattle came to exceed the 'carrying capacity' of the land. As Garrett Hardin put it, 'Freedom in a commons brings ruin to all'. States share a common fate but there is an incentive to be 'free riders', enjoying benefits without having to pay for them.
- A perceived failure of international conferences and agreements such as Kyoto and Copenhagen and of the IPCC. The US refusing to ratify Kyoto is a clear example.
- Depletion of common resources will occur as long as people are self serving, and unilateral acts of restraint such as reducing CO_2 emissions are insufficient to tackle the problem. Realist theory doesn't inspire hope that states will willingly take effective and costly action.
- International agreement will always be difficult to achieve because states will act in line with their national interests, rather than what will generally benefit all. Effective action may require expensive mitigation and adaptation strategies, as well as accepting lower levels of economic growth. Agreements tend to be non binding or insufficient. In this view, only world government would be capable of breaking the deadlock imposed by the 'tragedy of the commons'.
- Climate sceptics and scepticism, would stand as an alternative barrier to effective action over the environment.
- The safeguards introduced by the IPCC and through climate treaties are often considered to be ineffective and the North-South divide also makes effective action over the environment difficult.
- Disagreements over how to proceed between Deep/Shallow, Radical, Reformist, Light and Dark greens act as a further barrier to effective action.
- Lack of resources and the actions of multinational companies, which states may struggle to contain, act as additional barriers to effective action.
- The 'tragedy of the commons' is being avoided with evidence of growing consensus. China and the US participated in the Copenhagen process including $100 billion a year fund to help developing countries. The 2010 Cancun agreements include voluntary pledges made by 76 developed and developing countries. In Doha 2012, an agreement was reached to extend the Protocol to 2020 and to set a date of 2015 for a Paris agreement. The IPCC continues its work.

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

- Likelihood of a limited explanation of the key term Tragedy of the Commons and argument as to how it acts as the main barrier to effective action
- Likelihood of a limited explanation/argument suggesting that the Tragedy of the Commons isn't the main barrier to effective action
- Limited use of examples to support the arguments
- Likelihood of at least a limited structure to the response

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

- Likelihood of a good explanation of the key term Tragedy of the Commons and argument as to how it acts as the main barrier to effective action
- Likelihood of a good explanation/argument suggesting that the Tragedy of the Commons isn't the main barrier to effective action
- Good use of examples to support the arguments
- Likelihood of at least a good structure to the response

AO1	Knowledge and understanding
Level 3 **(9-12 marks)**	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 **(5-8 marks)**	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 **(0-4 marks)**	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
AO2	Intellectual skills
Level 3 **(9-12 marks)**	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 **(5-8 marks)**	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 **(0-4 marks)**	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
AO2	Synoptic skills
Level 3 **(9-12 marks)**	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
Level 2 **(5-8 marks)**	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
Level 1 **(0-4 marks)**	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

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

No. 8	To what extent are universal human rights adequately protected?

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

- There is a growing body of human rights international law. The Universal Declaration of Human Rights and European Convention of Human Rights are examples.
- There is an enhanced awareness of human rights worldwide and moral pressure is applied on states. Globalisation has enhanced awareness and pressure. NGOs such as Amnesty International and Human Rights Watch have exposed abuses of human rights and encourage states to improve their protections for human rights. Notable improvements have been made in protections for workers' rights in factories owned by transnational corporations.
- International courts have been increasingly active in the area of human rights, being willing to prosecute political leaders and other figures for violations of human rights, crimes against humanity and genocide. The European Court of Human Rights has been particularly active in addressing such issues within Europe. The International Criminal Court and the Special Tribunals in Rwanda and Yugoslavia etc have been active.

- It is difficult to protect human rights in a world of states, in which sovereignty enables states still to mistreat their populations, often with impunity. Human rights abuses in countries such as China, Burma, Iran, North Korea and Russia have been very difficult to rectify as these states have not been susceptible to pressure from the international community.
- In the case of economically significant countries, such as China, Saudi Arabia and Russia, diplomatic pressure to improve human rights records has been weakened by a fear of damaging economic relations.
- Modern developments such as the 'war on terror' and the imposition in the US and elsewhere of anti-terrorism laws and policies has, allegedly, led to a catalogue of human rights and civil liberties abuses. The ability of western states to exert pressure on other states to improve their human rights records is weakened by allegations of human rights abuses against them such as in Abu Ghraib, through extraordinary rendition and at Guantanamo Bay.
- Protection of human rights has been hampered also by allegations of previous interventionist failure and abuse by the major states as well as cultural disagreement about the definition of human rights.

A threshold Level 2 response will typically exhibit the following features:
- Likelihood of a limited explanation/argument as to how human rights are protected
- Likelihood of a limited explanation/argument as to why human rights are not adequately protected
- Limited use of examples to support the arguments
- Likelihood of at least a limited structure to the response

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

- Likelihood of a good explanation/argument as to how human rights are protected
- Likelihood of a good explanation/argument as to why human rights are not adequately protected
- Good use of examples to support the arguments
- Likelihood of at least a good structure to the response

AO1	Knowledge and understanding
Level 3 (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
AO2	**Intellectual skills**
Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
AO2	**Synoptic skills**
Level 3 (9-12 marks)	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
Level 2 (5-8 marks)	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
Level 1 (0-4 marks)	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

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