

| Y13 Politics |                                                                                                                                                           | Curriculum Checkpoints                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                   |
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|              |                                                                                                                                                           | Developing                                                                                                                                                                                                                                                                 | Securing                                                                                                                                                                                                                                                                                                             | Mastering                                                                                                                                                                                                                                                                         | Excelling                                                                                                                                                                                                                                         |
| <b>AO1</b>   | You need to demonstrate knowledge and understanding of political institutions, processes, concepts, theories and issues.                                  | Some knowledge and understanding of relevant political concepts, institutions and processes used to support your points, although there are some inaccuracies and irrelevant material.                                                                                     | Generally sound knowledge and understanding of relevant political concepts, institutions and processes used to support your points, although inaccuracies are present.                                                                                                                                               | Accurate knowledge and understanding of relevant political concepts, institutions and processes used to support analysis of the issue under discussion, although further detail may be required in places.                                                                        | Detailed and accurate knowledge and understanding of relevant political concepts, institutions and processes used to support analysis of the issue under discussion.                                                                              |
| <b>AO2</b>   | You need to analyse aspects of politics and political information, including in relation to parallels, connections, similarities and differences.         | Analysis takes the form of description in most places, with some attempt at balance, though many points are unsupported assertions. Synoptic links tend to be limited and undeveloped. Your answers show some organisation and make some attempts to address the question. | Analytical points are made and developed in places, showing some balance, though some points are descriptive rather than analytical. Synoptic links will be made, may be supported by examples, though explanation will lack depth. Your answers are organised, occasionally analytical and focused on the question. | Analysis is balanced and developed, although some elements of the analysis could be expanded and/or developed further. Synoptic links are relevant to the questions as set, and supported with examples. Your answers are well organised, analytical and focused on the question. | Analysis is balanced and confidently developed. Synoptic links are well explained, are focused on the question and fully supported with relevant and developed examples. Your answers are well organised, analytical and focused on the question. |
| <b>AO3</b>   | You need to evaluate aspects of politics and political information, including to construct arguments, make substantiated judgements and draw conclusions. | You make some attempt to draw, but these lack depth and clear development from the preceding discussion. Relevant perspectives are identified, though evaluation is superficial.                                                                                           | Evaluation leads to conclusions that are consistent with the preceding discussion, but that lack substantiation. Relevant perspectives are commented on in the process of constructing                                                                                                                               | Evaluation leads to conclusions that show some substantiation and are consistent with the preceding discussion. Relevant perspectives are evaluated in the process of constructing arguments, though in                                                                           | Evaluation leads to well substantiated conclusions that are consistent with the preceding discussion. Relevant perspectives are successfully evaluated in the process of constructing arguments.                                                  |

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|  |  |  | arguments, though evaluation is lacking depth. | some places there could be further development of the evaluation. |  |
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