GLOBAL POLITICS SUBJECT RUBRIC

	Level 5-6	Level 3-4	Level 1-2	Level 0
Criterion A: Focus & Method GLOBAL POLITICS: Students must choose a topic that deals with a contemporary global political issue. They must explain the significance of the issue and why it is worthy of investigation. Often this has to do with how the issue affects people's lives within a social organization either locally, globally or at other levels of analysis. *If the topic or research question is deemed inappropriate for the subject in which the essay is registered, no more than four marks can be awarded for this criterion. This applies to global politics essays where the issue is not contemporary. ("Contemporary" is defined here as an issue that is relevant during the student's lifetime.)*	**The topic is communicated accurately and effectively.** • Identification and explanation of the research topic is effectively communicated;the purpose and focus of the research is clear and appropriate. • Includes the theoretical area of economics to which the essay relates with a clear indication as to how the topic fits into this area and why it is worthy of investigation. **The research question is clearly stated and focused.** • The research question is clear and addresses an issue of research that is appropriately connected to the discussion in the essay. **Methodology of the research is complete.** • An appropriate range of relevant source(s) and/or method(s) have been applied in relation to the topic and research question. • There is evidence of effective and informed selection of sources and/methods.	**The topic is communicated.** • Identification and explanation of the research topic is communicated; the purpose and focus of the research is adequately clear, but only partially appropriate. **The research question is clearly stated but only partially focused.** • The research question is clear but the discussion in the essay is only partially focused and connected to the research question. **Methodology of the research is mostly complete.** • Source(s) and/or method(s) to be used are generally relevant and appropriate given the topic and research question. • There is some evidence that their selection(s) was informed. *If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.*	**The topic is communicated unclearly and incompletely.** • Identification and explanation of the topic is limited; the purpose and focus of the research is unclear, or does not lend itself to a systematic investigation in the subject for which it is registered. **The research question is stated but not clearly expressed or too broad.** • The research question is too broad in scope to be treated effectively within the word limit and requirements of the task, or does not lend itself to a systematic investigation in the subject for which it is registered. • The intent of the research question is understood but has not been clearly expressed and/or the discussion of the essay is not focused on the research question. **Methodology of the research is limited.** • The source(s) and/or method(s) to be used are limited in range given the topic and research question.•There is limited evidence that their selection was informed.	**The work does not reach a standard outlined by the descriptors below.**

GLOBAL POLITICS Methods:
Students must demonstrate that they have made considered methodological choices in their research and selected a suitable range of appropriate and relevant sources. Case studies, comparative studies and analyses of discourse are all legitimate approaches to research, whereas interviews, literature or media reviews, or quantitative data analysis are all possible research techniques; choices depend on the research question and what is available, and need to be justified. It is appropriate to use only secondary sources or a combination of primary and secondary sources; selection depends on the level of analysis at which students approach their political issue. Again, this needs to be justified.

The approaches, techniques and sources must provide sufficient material to develop and support an argument and conclusion relevant to the research question, and they must contain different theoretical or conceptual perspectives for critical engagement to be possible.

	Level 5-6	Level 3-4	Level 1-2	Level 0
Criterion B: Knowledge and understanding *If the topic or research question is deemed inappropriate for the subject in which the essay is registered, no more than four marks can be awarded for this criterion. This applies to global politics essays where the issue is not contemporary. ("Contemporary" is defined here as an issue that is relevant during the student's lifetime.)*	**Knowledge and understanding is excellent.** ● The selection of source materials is clearly relevant and appropriate to the research question. ● Knowledge of the topic/discipline(s)/issue is clear and coherent and sources are used effectively and with understanding. ● The essay must demonstrate an effective understanding of the place of the research question in a broader context of global politics and the theoretical discipline, establishing links between the political issue investigated and political institutions, actors and theories. ● Additionally, students should demonstrate an awareness of how social and cultural contexts and biases can affect understandings of political issues. **Use of terminology and concepts is good.** ● The use of subject-specific terminology and concepts is accurate and consistent, demonstrating effective knowledge and understanding.	**Knowledge and understanding is good.** ● The selection of source material is mostly relevant and appropriate to the research question. ● Knowledge of the topic/discipline(s)/issue is clear; there is an understanding of the sources used but their application is only partially effective. **Use of terminology and concepts is adequate.** ● The use of subject-specific terminology and concepts is mostly accurate,demonstrating an appropriate level of knowledge and understanding. If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than four marks can be awarded for this criterion.	**Knowledge and understanding is limited.** ● The selection of source material has limited relevance and is only partially appropriate to the research question. ● Knowledge of the topic/discipline(s)/issue is anecdotal, unstructured and mostly descriptive with sources not effectively being used. **Use of terminology and concepts is unclear and limited.** ● Subject-specific terminology and/or concepts are either missing or inaccurate,demonstrating limited knowledge and understanding.	**The work does not reach a standard outlined by the descriptors below.**

NOTE:
Students must be able to demonstrate both a sound understanding of, and the ability to employ accurately, the terminology and concepts relevant to the research topic. Where it is deemed useful to clarify meaning or context, students may provide further explanation or definition of selected terms or concepts. A solid use of the key concepts of the global politics course is particularly expected.

	10-12	Level 7-9	Level 4-6	Level 1-3	Level 0
Criterion C: Critical Thinking *If the topic or research question is deemed inappropriate for the subject in which the essay is registered, no more than three marks can be awarded for this criterion. This applies to global politics essays where the issue is not contemporary. ("Contemporary" is defined here as an issue that is relevant during the student's lifetime.)* *Note:* "Research" here refers to a critical engagement with a contemporary political issue through relevant approaches, techniques and sources.	**The research is excellent.** • The research is appropriate to the research question and its application is consistently relevant. **Analysis is excellent.** • The research is analysed effectively and clearly focused on the research question; the inclusion of less relevant research does not significantly detract from the quality of the overall analysis. • Conclusions to individual points of analysis are effectively supported by the evidence. **Discussion/evaluation is excellent.** • An effective and focused reasoned argument is developed from the research with a conclusion reflective of the evidence presented. • This reasoned argument is well structured and coherent; any minor inconsistencies do not hinder the strength of the overall argument or the finalor summative conclusion. • The research has been critically evaluated.	**The research is good.** • The majority of the research is appropriate and its application is clearly relevant to the research question. **Analysis is good.** • The research is analysed in a way that is clearly relevant to the research question; the inclusion of less relevant research rarely detracts from the quality of the overall analysis. • Conclusions to individual points of analysis are supported by the evidence but there are some minor inconsistencies. **Discussion/evaluation is good.** • An effective reasoned argument is developed from the research, with a conclusion supported by the evidence presented. • This reasoned argument is clearly structured and coherent and supported by afinal or summative conclusion; minor inconsistencies may hinder the strength of the overall argument. • The research has been evaluated, and this is partially critical.	**The research is adequate.** • Some research presented is appropriate and its application is partially relevant to the Research question. **Analysis is adequate.** • There is analysis but this is only partially relevant to the research question; the inclusion of irrelevant research detracts from the quality of the argument. • Any conclusions to individual points of analysis are only partially supported by the evidence. **Discussion/evaluation is adequate.** • An argument explains the research but the reasoning contains inconsistencies. • The argument may lack clarity and coherence but this does not significantly hinder understanding. • Where there is a final or summative conclusion, this is only partially consistent with the arguments/evidence presented. • The research has been evaluated but not critically.	**The research is limited.** • The research presented is limited and its application is not clearly relevant to the RQ. **Analysis is limited.** • There is limited analysis. • Where there are conclusions to individual points of analysis these are limited and not consistent with the evidence. **Discussion/evaluation is limited.** • An argument is outlined but this is limited, incomplete, descriptive or narrative in nature. • The construction of an argument is unclear and/or incoherent in structure hindering understanding. • Where there is a final conclusion, it is limited and not consistent with the arguments/evidence presented. • There is an attempt to evaluate the research, but this is superficial. *If the topic or research question is deemed inappropriate for the subject in which the essay is registered no more than three marks can be awarded for this criterion.*	**The work does not reach a standard outlined by the descriptors below.**

NOTE: Students must be able to construct, present and support effectively a specific argument or position that provides their response or answer to the research question. This argument will be developed through an analysis of the research material, including consideration of the value and limitations of this material. Additionally, students must demonstrate that the knowledge gained from their selected approaches, techniques and sources can then be analysed and, on the basis of this analysis, an argument can be formed and a conclusion(s) to the research question reached.

The points contained in the analysis must, at all times, be supported by specific, relevant material chosen from the student's research. Throughout the essay, the thoughts and ideas students present must relate to the analysis of the research question. The inclusion of thoughts or ideas that are not relevant will detract from the value of the analysis and limit the student's ability to score well on this criterion. Students should not present essays that are wholly or largely narrative or descriptive in nature. These do not provide any evidence of analytical skills and will not score well.

In global politics, the development of a reasoned argument based on research may start with a student stating their position in relation to the question posed. This position must then be supported by evidence and developed into a reasoned argument, which culminates in conclusion(s) being given. Personal views should not simply be stated without being supported by reference to the research material. When constructing an argument in global politics, it is crucial that students seek to achieve a balance by presenting conflicting views in an impartial way before reaching a conclusion. A conclusion summarizes the student's response to the research question. This conclusion must be consistent with the position and evidence presented in the essay.

The conclusion may not include material that has not been discussed in the body of the essay. However, questions that have arisen as a result of the research and may be suitable for further study may be included in the conclusion. An integral part of the analysis of the evidence and the development of a reasoned argument is that an evaluation of the relative value and limitations of the selected approaches, techniques and sources is made. This evaluation should not be contained in a separate section of the essay but should be integrated into the text where it provides useful insight relative to an approach, technique or source that the student is referring to. Because global politics issues are often contested and it is common for biased views to be presented, students must pay particular attention to the evaluation of sources. They should avoid unjustified and subjective value judgments, and instead be able to evaluate views using the theoretical and conceptual frames of the subject.

	Level 5-6	Level 3-4	Level 1-2	Level 0
Criterion D: Presentation This criterion assesses the extent to which the presentation follows the standard format expected for academic writing and the extent to which this aids effective communication.		**Presentation is good.** ● The structure of the essay clearly is appropriate in terms of the expected conventions for the topic, the argument and subject in which the essay is registered. ● Layout considerations are present and applied correctly. ● The structure and layout support the reading, understanding and evaluation of the extended essay.	**Presentation is acceptable.** ● The structure of the essay is generally appropriate in terms of the expected conventions for the topic, argument and subject in which the essay is registered. ● Some layout considerations may be missing or applied incorrectly. ● Weaknesses in the structure and/or layout do not significantly impact the reading, understanding or evaluation of the extended essay.	**The work does not reach a standard outlined by the descriptors below.**
Criterion E: Engagement This criterion assesses the student's engagement with their research focus and the research process. It Will be applied by the examiner at the end of the assessment of the essay, after considering the student'sReflections on planning and progress form.	**Engagement is excellent.** ● Reflections on decision-making and planning are evaluative and include reference to the student's capacity to consider actions and ideas in response to setbacks experienced in the research process. ● These reflections communicate a high degree of intellectual and personal engagement with the research focus and process of research, demonstrating authenticity, intellectual initiative and/or creative approach in the student voice.	**Engagement is good.** ● Reflections on decision-making and planning are analytical and include reference to conceptual understanding and skill development. ● These reflections communicate a moderate degree of personal engagement with the research focus and process of research, demonstrating some intellectual initiative.	**Engagement is limited.** ● Reflections on decision-making and planning are mostly descriptive. ● These reflections communicate a limited degree of personal engagement with the research focus and/or research process.	**The work does not reach a standard outlined by the descriptors below.**

Presentation Notes:

This criterion relates to the extent to which the essay conforms to accepted academic standards in relation to how research papers should be presented. It also relates to how well these elements support the reading, understanding and evaluation of the essay.

Students may provide a section and subsection structure to their essays, with informative headings. Subheadings should not distract from the overall structure of the essay or argument presented.

Charts, tables and images may appear in the body of the essay only if they illustrate or clarify the argument at that particular point. The inclusion of non-relevant or superfluous material will not be rewarded and may actually detract from the argument. All charts, images and tables must be properly referenced with respect to their origin or source.

Any tables should enhance a written explanation and not themselves include significant bodies of text. If they do, then these words must be included in the word count.
Students must take care in their use of appendices as examiners are not required to read them. All information with direct relevance to the analysis, discussion and evaluation of the essay must be contained in the main body of the essay.

Grade A	Grade B	Grade C	Grade D	Grade E
Demonstrates effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficient analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluate research; excellent presentation of the essay, whereby coherence and consistency further supports the reading of the essay; and present and correctly applied structural and layout elements. Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.	Demonstrates appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; and a clear presentation of all structural and layout elements, which further supports the reading of the essay. Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.	Demonstrates evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation;satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; andsome structural and layout elements that are missing or are incorrectly applied. Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.	Demonstrates a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; at times engagement with appropriate research,methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; the attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; and structural and layout elements that are missing. Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.	Demonstrates an unclear nature of the essay; a generally unsystematic approach and resulting focused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis;an attempted outline of an argument, but one that is generally descriptive in nature; and a layout that generally lacks or incorrectly applies several layout and structural elements. Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.