IQM3006

LEVEL 3 · CONTROLLED STAFF DOCUMENT

INTO QUALIFICATIONS

Law and International Relations

Component 3: Reflective Learning Log

STAFF ONLY · Rubric and prompt-by-prompt indicative content

Duration Approximately 20 hours	**Total marks** 100
Assessment window Sample assessment	**Assessment set** **Set S of 2026**
Audience **Staff only**	**Release timing** **at portfolio release**

STAFF ONLY · Award one holistic best-fit percentage for the complete log. Do not add 14 prompt marks.

Read all four criterion descriptors together and award one holistic best-fit percentage for the complete log. Do not add prompt marks or total separate criterion marks.

Exact-mark method: First select one best-fit band using the complete 14-entry log and all four criteria; do not total or average criterion scores. Within that band, place the mark in the lower, middle or upper part of the range according to evidence across the complete log. Use the lower part when performance just meets the band descriptor or evidence is uneven or insecure; the middle part when it securely meets the descriptor across most of the log with only limited gaps; and the upper part when it consistently and securely meets the descriptor, with strengths approaching the next band. Where evidence is materially uneven, use the lower part of the best-fit band and explain the imbalance. At a boundary such as 69/70, award the higher band only when the complete log securely meets its descriptor across all four criteria; otherwise award the top of the lower band. A single strong entry or criterion must not determine the result. Record brief evidence for the placement.

Level	Mark range	**Content understanding** **Holistic** Demonstrates accurate understanding and use of concepts and integrates perspectives across law, politics and international relations.	**Merging of theory and practice** **Holistic** Connects theory to real-world events and uses evidence, articles and core texts to support and evaluate ideas.	**Critical self-reflection** **Holistic** Reflects on changed thinking, challenged assumptions and the influence of personal culture, context and country.	**Clarity and accuracy of writing** **Holistic** Communicates theories, ideas and reflections in clear, accurate, coherent and well-organised writing.
A*	**80–100**	• Outstanding grasp of key concepts and theories covered in the course. Key words are used with outstanding accuracy. Outstanding integration of the multifaceted perspectives present in all areas of law, politics and international relations.	• Students demonstrate an outstanding ability to link the theory covered in classes with real world events. Evidence and examples are used with outstanding accuracy to support and demonstrate the student's reflection on Law, Politics and International Relations. Outstanding use of real-world articles and core texts are used to evaluate, discuss and demonstrate the students' own ideas on law, politics and international relations.	• Student is consistently reflective throughout the learning log. Offers profound reflections on how the course content has impacted and shaped their thinking. Evidence of the students challenging their own assumptions throughout the course. Detailed and considered reflection on how topics relate to the student's own culture, context and country.	• Writing is outstanding, coherent, and well-organized; theories, ideas and reflections are easy to read and follow throughout the journal.

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A	**70–79**	• Excellent understanding of key concepts and theories covered in the course. Key terms used accurately throughout. Excellent integration of perspectives in law, politics, and international relations.	• Students show an excellent ability to connect theory covered in class with real-world events. Evidence and examples are used to support and strengthen their reflections on key concepts in law, politics, and international relations. Excellent use of real-world articles and core texts enhances their discussion and evaluation of personal ideas on the topics.	• Excellent reflection throughout the log. Excellent insights on how course content has shaped thinking. Some evidence of challenging own assumptions.	• Writing is excellent and well-organized; theories, ideas and reflections are easy to read and follow throughout the journal.
B	**60–69**	• Good understanding of key concepts and theories covered in the course. Key terms used accurately. Some integration of different perspectives but may lack depth. Or a focus on perspectives as binary.	• Students demonstrate a good ability to link theory to real-world events, though the connections may lack depth. Some evidence and examples are relevant and help to support their reflections. There is some engagement with real-world articles and core texts, but key theories may not perfectly integrate with the articles and texts chosen.	• Good reflection throughout the learning log. Some attempts to explain how the course content has impacted or shaped their thinking. Limited evidence of some assumptions being challenged.	• Writing is good. Some organisational or grammatical choices may impact communication of theories, ideas and reflections.

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C	**50–59**	• Basic understanding of key concepts covered in the course. Knowledge of only the most important key terms. Minimal integration of perspectives in law, politics, and international relations.	• Students show satisfactory attempts to connect theory with real-world events, but the connections may be superficial. Limited evidence and examples are provided, with minimal support for their reflections. There is a lack of deeper engagement with real-world articles and core texts.	• Satisfactory reflection with minimal insights on how course content has shaped thinking. Limited connection to personal culture and context. No real development or change in assumptions throughout the log.	• Writing is satisfactory. While unclear at times or difficult to follow it is possible to understand the theories, ideas and reflections provided.
D	**40–49**	• Limited but relevant understanding of key concepts; some key terms are used correctly, although significant gaps or inaccuracies remain. Connections between perspectives are weak.	• Makes some identifiable links between theory and real-world events. Evidence or examples are partly relevant, but their contribution to the reflection is weakly explained.	• Offers limited personal reflection and some connection to culture or context. Insights into how learning has affected thinking are underdeveloped.	• Organisation and expression are inconsistent, but some theories, reflections and ideas can be followed.
E	**30–39**	• Fragmentary understanding of key concepts; key terms are rarely used correctly. Little meaningful connection between perspectives is evident.	• Attempts isolated links between theory and events, but these are largely unclear or unsupported. References to articles or texts are mostly descriptive or disconnected from the reflection.	• Reflection is minimal or generic. Little identifiable connection to personal culture or context, or to changes in thinking, is demonstrated.	• Frequent problems with organisation and expression make most theories, reflections and ideas difficult to follow.
U	**0–29**	• Did not meet limited criteria.	• Did not meet limited criteria.	• Did not meet limited criteria.	• Did not meet limited criteria.

Prompt guidance

LIR-RLL-01 · Introduction to Law

Prompt: What did you learn about the definition and purpose of law in society? How does this compare to the role of law in your home country or region? Include one example of how legislation is made and influenced in your chosen context. Weigh one advantage and one limitation of that process or influence.

Indicative evidence: explain order, rights or justice and describe the home-country role. Compare systems and consider whether ideals operate in practice. Critically reflect on structural, cultural, religious, collectivist or individualist influences.

LIR-RLL-02 · Introduction to Law

Prompt: After exploring the roles of different courts, can you find an example of a news article about a court case in your home country or a country you are familiar with? What role did the court play, and how did the outcome impact the individuals or broader community? Explain whether and how judicial precedent is relevant to the case, identifying the jurisdiction rather than assuming every court system operates in the same way.

Indicative evidence: summarise a relevant case, court and outcome. Explain the court's function and impact. Evaluate wider public, social, cultural or legitimacy implications and integrate theory with the case.

LIR-RLL-03 · Political Ideas

Prompt: Where do your views fall on the political spectrum, and how have your personal experiences shaped this perspective? You may use a hypothetical position or a public political argument instead of disclosing your own political beliefs. Explain how experience or context can shape that position, including a tension between nationalism and globalism where relevant.

Indicative evidence: locate views broadly on the spectrum. Link views to issues and experience. Critically reflect on upbringing, education, national or cultural contexts and engagement with other perspectives.

LIR-RLL-04 · Political Ideas

Prompt: How do conservatism, liberalism, and socialism differ from one another? Which of these ideologies have the most influence in your country or globally, and why?

Indicative evidence: describe core differences between conservatism, liberalism and socialism. Link ideas to policy and outcomes. Analyse national or global influence using historical, cultural and political context.

LIR-RLL-05 · Globalism

Prompt: What are the driving factors behind globalism, and how do you see globalism influencing your home country's economy and politics?

Indicative evidence: identify trade, technology or migration as drivers. Analyse economic benefits and drawbacks in the home country. Evaluate political consequences including sovereignty, policy and identity.

LIR-RLL-06 · Globalism

Prompt: After reading the assigned text on globalism, reflect on how globalism has impacted the cultural and political landscape of different countries. What key points in the text stood out to you, and how do you see these ideas reflected in your home country? The assigned text for this set is Reading R1 below. Test one of its claims against an independently selected source.

Indicative evidence: summarise the assigned text and make a basic contextual connection. Use examples to reflect on cultural exchange, political alignment or social change. Compare countries and evaluate long-term implications such as identity change or cultural erosion.

LIR-RLL-07 · International Relations Theory

Prompt: How does realism explain international relations? Can you identify a recent global event where realism best explains the behaviour of countries involved?

Indicative evidence: explain power and national interest and identify an event. Apply realism clearly to state behaviour and strategic motivation. Evaluate realism's limits, including cooperation or humanitarian action.

LIR-RLL-08 · International Relations Theory

Prompt: How does liberalism differ from realism in explaining international relations? Which theory do you find more useful for understanding global events today, and why?

Indicative evidence: describe and compare realism and liberalism. Apply both theories and justify which is more convincing. Critically evaluate both theories and the complexity of modern global politics.

LIR-RLL-09 · Global Governance

Prompt: How has the nature of conflict changed in the modern world? What are some examples of new types of conflict, and how have global governance organizations, like the United Nations, responded?

Indicative evidence: identify new conflict forms and institutional roles. Apply recent examples and responses. Evaluate the effectiveness and limits of global governance and reach a reasoned conclusion.

LIR-RLL-10 • Global Governance

Prompt: What role does global governance play in addressing global inequality and poverty? Can you think of an example where international institutions have successfully or unsuccessfully tackled these issues?

Indicative evidence: describe governance frameworks such as the SDGs. Analyse a successful or unsuccessful intervention. Evaluate structural inequality using cultural, historical or political insight, including the home-country context.

LIR-RLL-11 • Human Rights

Prompt: Explain how international human-rights protection developed after the Second World War. Refer to the Universal Declaration of Human Rights (1948) and the European Convention on Human Rights (opened for signature in 1950; entered into force in 1953). Briefly distinguish a right from a liberty and explain one theory of human rights. Use verified sources. Consider this fictional UK example: a local council refuses an application to hold a peaceful public discussion in its community hall solely because the discussion criticises the council. Explain how the Human Rights Act 1998 applies to the council as a public authority, and apply it to at least one of freedom of expression or peaceful assembly in this example. Assess whether the refusal is compatible with that protection, supporting your view and considering whether any restriction is lawful, pursues a legitimate aim, and is necessary and proportionate on the facts.

Indicative evidence: trace the post-war development of international human-rights protection using the UDHR and ECHR. Distinguish rights and liberties and explain one theory. In the fictional UK community-hall example, explain that the Human Rights Act gives domestic effect to Convention rights and requires public authorities to act compatibly with them, subject to statutory exceptions. Apply this duty to at least one of freedom of expression or peaceful assembly; either right is sufficient. Recognise that these are qualified rights and assess whether any restriction is lawful, pursues a legitimate aim, and is necessary and proportionate on the facts. Credit a supported, qualified conclusion; do not assume an automatic breach solely because the discussion criticises the council. Naming the Act without explaining and applying its domestic protection is insufficient evidence of LO27. Exact statutory sections or case citations are not required.

LIR-RLL-12 • Human Rights

Prompt: Select a verified, well-documented example of a human-rights infringement. Explain how the international community responded and assess the response’s suitability, effectiveness or limitations using evidence. Distinguish allegations or reports from findings by courts or other bodies. A case outside the European Convention’s jurisdiction is acceptable.

Indicative evidence: summarise a verified infringement and international response; assess suitability, effectiveness or limitations using evidence. Distinguish allegations/reports from findings by courts or other bodies. A case outside ECHR jurisdiction is acceptable. Each task must be completed; marking remains holistic across the complete log.

LIR-RLL-13 • Power and Development

Prompt: What is hard power and soft power? How does your country use them?

Indicative evidence: define hard and soft power with examples. Analyse a specific national example. Reflect on cultural and historical sources of power and apply the concepts with sophistication.

LIR-RLL-14 • Power and Development

Prompt: How do emerging and great powers shape global politics today? Consider hegemony and multipolarity. Distinguish an evidence-based forecast from a certainty.

Indicative evidence: describe relationships between major powers. Analyse global power dynamics using examples. Critically reflect on the home country’s role and future position.

Reading R1 · Connections across borders: influence and uneven effects

Original constructed teaching extract authored for this assessment set on 7 September 2026. It presents arguments for critical examination, not a report of measured outcomes. Students should test its claims against independently selected and verified evidence.

Globalism can be understood as a way of viewing societies as connected through relationships that cross national borders. Trade, investment, migration and communication can create links between people who never meet. A cultural product made in one country may be adapted in another; a business decision in one place may affect employment elsewhere. These connections do not necessarily remove national differences.

Supporters of greater connection argue that exchange can widen access to ideas and opportunities. International cooperation may help governments address problems that cross borders, while communication can help people learn about different ways of life. These possibilities depend on who can participate and whose knowledge or interests influence decisions.

Critics argue that the benefits and influence can be uneven. A community may gain new cultural choices while finding that powerful foreign businesses dominate the means of distributing them. Governments may face pressure to adjust domestic policy in response to mobile investment or international agreements. Others may respond by defending national identity or demanding greater local control. Such responses show that connection can encourage both cooperation and resistance.

Neither a single imported product nor a single political protest is enough to establish the overall effect of globalism. An analysis needs a defined place and period, evidence about a mechanism, and consideration of people affected differently. To evaluate cultural or political change, it also helps to ask what might have happened without the cross-border connection. A persuasive account can recognise gains and losses while explaining why one effect matters more in its chosen context.

Applying the holistic rubric

Read the complete log and judge all four criteria together: content understanding, merging theory and practice, critical self-reflection, and clarity and accuracy of writing. Award one integer percentage by best fit. Do not assign 14 scores or add separate criterion scores.

Judge reflection through explanation of developing understanding and evidence. A student may retain an initial view after testing it; a change of political belief or disclosure of private experience is not required.

Incomplete entries limit available evidence; record omissions and apply the holistic descriptors. Do not invent an automatic per-entry deduction or word-count penalty. Apply any controlling administrative rule through the centre process.

For Reading R1, assess accurate understanding of its argument and critical application using independently checked evidence, not agreement with the text.

Record the best-fit band, final mark and concise evidence references to several entries supporting each criterion. Keep academic grading separate from any authenticity investigation.

Administration and evidence

Release the complete 14-entry log, Reading R1, candidate rubric and common cover sheet together. Communicate dates before students begin. Retain the 300–500-word range specified by the template; flag the total 4,200–7,000-word workload for delivery planning within approximately 20 hours.

Explain at the start that familiar-country, comparative or hypothetical perspectives are acceptable where they preserve the task. Do not require students to reveal sensitive beliefs, personal experiences or family information.

Use normal progress checks to authenticate development without composing or rewriting assessed reflections. Record the nature and date of assistance actually given.

Check legal and political assertions against the jurisdiction and period the student names. Distinguish allegations, reported events, court findings and evaluative opinions.

Entry 1 should connect legislative process or influence to a purpose of law; Entry 2 should apply court role and precedent to the selected case rather than list institutions.

Entry 3 may analyse a hypothetical position; Entry 4 should compare ideologies rather than treat them as internally uniform or mechanically assign whole countries to one label.

Entries 5–6 should identify specific mechanisms of global connection and recognise uneven effects; R1 is not an empirical source proving national outcomes.

Entries 7–8 should apply theoretical assumptions to evidence and compare explanatory reach; a named event alone is insufficient.

Entries 9–10 should connect institutional actions to conflict or development outcomes, distinguishing activity from effectiveness and considering limitations.

Entries 11–12: Entry 11 traces post-war human-rights protection through the UDHR (1948) and ECHR (1950/1953), distinguishes rights and liberties, and explains one theory. Candidates must explain how the Human Rights Act 1998 applies as a public-authority duty to the fictional council and apply it to at least one of freedom of expression or peaceful assembly. Either right is sufficient; assess whether any restriction is lawful, pursues a legitimate aim, and is necessary and proportionate on the facts. Exact section or case citations are not required. Entry 12 evaluates an international response to a verified infringement, distinguishing allegations/reports from formal findings; a case outside ECHR jurisdiction is acceptable. Each entry remains 300–500 words.

Entries 13–14 should connect power mechanisms to evidence of influence, recognise possible overlap and qualify forecasts about changing power structures.

Retain the log, source trail, actual authenticity evidence and completed marking record for moderation. Leave signatures and human approval fields blank until completed by authorised staff.