



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2003

GCE

Government and Politics

Unit GOV2

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Unit 2: Parties and Pressure Groups

Criteria for marking

Introduction

The AQA's revised Government and Politics specification has been designed to be objectives-led in that questions are set which address the assessment objectives published in the specification. The assessment objectives for A Level and AS are the same, the weightings are different. Details of the weightings are given in paragraphs 7.2 and 8.4 of the specification.

The schemes of marking reflect these objectives. The mark scheme which follows is of the *levels of response* type showing that candidates are expected to demonstrate their mastery of the skills required in the context of their knowledge and understanding of Government and Politics. Mark schemes provide the necessary framework for examiners but they cannot cover all eventualities. Candidates should be given credit for partially complete answers. Where appropriate, candidates should be given credit for referring to recent and contemporary developments in Government and Politics.

Consistency of marking is of the essence in all public examinations. It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other options.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the general principals of the mark scheme as contained in the Assessment Matrix.

Using a levels of response mark scheme

Good examining is about the **consistent** application of judgement. Mark schemes provide a framework within which examiners exercise their judgement. This is especially so in subjects like Government and Politics which in part rely upon analysis, evaluation, argument and explanation. With this in mind, examiners should use the Assessment Matrix alongside the detailed mark scheme for each question. The Assessment Matrix provides a framework ensuring a consistent, generic, source from which the detailed mark schemes are derived. This supporting framework ensures a consistent approach within which candidates' responses are marked according to the level of demand and context of each question.

One of the main difficulties confronting examiners is what precise mark should be given within a level. In making a decision about a specific mark to award, it is vitally important to think first of the mid-range within the level, where that level covers more than two marks. Comparison with other candidates' responses to the same question might then suggest that such an award would be unduly generous or severe.

In making decisions away from the middle of the level, examiners should ask themselves questions relating to candidate attainment, including the quality of language. The more positive the answers, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided. A candidate's script should be considered by asking "Is it:-

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced or markedly better in some areas than others?
- generally coherent in expression and cogent in development (as appropriate to the level awarded)?
- well presented as to general quality of language?"

The overall aim is to mark positively, giving credit for what candidates know, understand and can do.

Assessment matrix

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Level 4	Candidates demonstrate a comprehensive knowledge of political institutions and processes and the relationship between them, producing answers which fully address the requirements of the question and demonstrate excellent contextual awareness. They produce answers which include detailed and comprehensive interpretations or explanations, and provide accurate evidence and up-to-date examples to substantiate and illustrate points made.	Candidates confidently apply a wide range of well developed concepts and theories, using appropriate political vocabulary, to analyse and synthesise political information and to construct cogent and coherent arguments and explanations. Candidates provide analyses which display a sophisticated awareness of differing viewpoints and a clear recognition of issues. Parallels and connections are identified together with well developed comparisons. There is a clear and full evaluation of political institutions, processes, behaviour, arguments and explanations.	Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion which flows from the discussion.
Level 3	Candidates demonstrate sound knowledge of political institutions and processes and the relationships between them producing answers with a clear attempt at addressing the requirements of the question and demonstrating sound contextual awareness. They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.	Candidates apply a range of developed concepts and theories, using political vocabulary to analyse and synthesise political information and to construct clear arguments and explanations. Candidates provide analyses which display an awareness of differing viewpoints and a recognition of issues. There is a clear recognition of parallels and connections together with some comparisons. There is good evaluation of political institutions, processes, behaviour, arguments and explanations.	Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Level 2	Candidates demonstrate an outline knowledge of political institutions and processes and some awareness of the relationships between them producing answers with a limited attempt at addressing the requirements of the question. They may demonstrate contextual awareness covering part of the question. They produce answers which include a partial but reasonably effective attempt at interpretation or explanation with some not very detailed examples to illustrate points.	Candidates use a limited range of concepts and theories to consider political information and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of differing viewpoints. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate political institutions, processes, behaviour, arguments or explanations.	Candidates communicate arguments and conclusions adequately with straight-forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.
Level 1	Candidates demonstrate a slight and incomplete knowledge of political institutions and processes and limited awareness of the relationships between them, with very limited attempt to address the requirements of the question. Only superficial awareness of the content of the question with little interpretation and few examples often inaccurately reported or inappropriately used.	Discussions are supported by few if any concepts and theories. Arguments and explanations will be sparse and incomplete. Analyses will show little awareness of differing view points and very few parallels and connections will be used to establish comparisons. Evaluations of political institutions, processes, behaviour, arguments or explanations will be superficial and naive.	Answers rely upon narrative which is not fully coherent, conclusions will frequently not be adequately related to the preceding discussion.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 1(a) 8 marks	<p>Levels 3-4 (3-4 marks) Candidates will display thorough knowledge and understanding of the term party conference. In appropriate detail, candidates will show they appreciate the differences between conference and other organisational levels or parts of the party structure. Full awareness of current political developments.</p>	<p>Levels 3-4 (2 marks) Candidates confidently apply a range or a wide range of well developed concepts using political vocabulary to explain the term party conference. In an appropriate manner candidates analyse and synthesise political information and construct cogent and coherent arguments and explanations of party conference based on relevant factors. Candidates provide analyses which display a sophisticated or sound awareness of concepts relating to issues such as the influence of ideology within Labour or comparison with Conservative. Parallels and connections are identified together with well developed comparisons. There is a clear and full or good evaluation of principal issues, evaluating consequent processes, and related arguments and explanations.</p>	<p>Levels 3-4 (2 marks) Candidates communicate arguments, explanations and conclusions with a clear sense of direction culminating in a conclusion which flows from or is linked to the discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 1(a) (cont)	<p>Levels 1-2 (1-2 marks) Candidates display a slight or outline knowledge and understanding of the term party conference. There may be a limited awareness of current developments and controversies within a limited, or very limited, attempt at addressing the requirements of the question. Limited interpretation or explanation offered with examples, which may be inaccurately or inappropriately used.</p>	<p>Levels 1-2 (1 mark) Candidates use a limited range of concepts to examine the term party conference with limited or very limited arguments and explanations. Candidates offer a very limited analysis or assessment which shows some awareness of conference within the Labour or Conservative (or other) Party. There may be a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations related to the term. Any evaluations of explanations may be superficial and naïve.</p>	<p>Levels 1-2 (1 mark) Candidates communicate arguments and conclusions adequately with straight-forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 1(b) 22 marks	<p>Level 4 (10-11 marks) Candidates demonstrate a comprehensive understanding and knowledge of the contemporary Labour Party in terms of its possible ‘mission’. There may be references to the difficulties in reaching a clear cut answer to the question but it is likely that examples will illuminate various tendencies, of old and new Labour. There may be references to the changing nature of modern political parties, or of the changing political environment which has shaped the forces of continued dealignment, declining partisan attachment, media influence, ‘catch-all’ tendencies, etc producing answers which fully address the requirements of the question and demonstrate excellent contextual awareness. They produce answers which include detailed and comprehensive interpretations or explanations of the significant divisions with up-to-date examples or references to the stimulus material to substantiate and illustrate points made.</p>	<p>Level 4 (7 marks) Candidates confidently apply a wide range of developed or well developed concepts to explain the issues under discussion using appropriate political vocabulary, to analyse and synthesise political information and to construct cogent and coherent arguments and explanations based on relevant factors. Candidates provide analyses which display a sophisticated awareness of relevant concepts relating to the contemporary situation, with sound examples. Parallels and connections are identified together with well developed comparisons. There is a clear and full, or good, evaluation of old and new Labour and of consequent processes, and related arguments and explanations. Some candidates might question, for example, whether Labour ever implemented socialism. There may be analysis of Clause IV, Third Way or assessment of leaderships.</p>	<p>Level 4 (4 marks) Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion which flows from the discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 1(b) (cont)	<p>Level 3 (7-9 marks) Candidates demonstrate sound knowledge of the contemporary Labour Party, producing answers with a clear attempt at addressing the requirements of the question and demonstrating sound contextual awareness regarding the issues under discussion. They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.</p>	<p>Level 3 (5-6 marks) Candidates use a sound range of concepts to consider the possible nature of the past and contemporary Labour Party. Basic information is utilised when they begin to construct arguments and explanations. Candidates offer adequate analysis which shows some awareness of the nature of Labour's changes. There is a recognition of basic contrasts (possibly with the past, or other parties) but little emphasis on other parallels and connections together with limited comparisons. There is a logical and clear attempt to make an assessment of the divisions/differences and distinctions reported. Evaluations of explanations for differences may be superficial and naïve in one or two respects.</p>	<p>Level 3 (3 marks) Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 1(b) (cont)	<p>Level 2 (4-6 marks) Candidates demonstrate an outline knowledge of the contemporary and recent Labour Party but with a limited attempt at addressing the requirements of the question. They may demonstrate contextual awareness covering part of the question. They produce answers which include a partial but reasonably effective attempt at interpretation or explanation with some not very detailed examples about changes.</p>	<p>Level 2 (3-4 marks) Candidates use a limited range of concepts to consider the question regarding changes within the contemporary Labour party, and being to construct argument and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a limited recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations concerning the relative influence of one aspect of change as opposed to at least one other.</p>	<p>Level 2 (2 marks) Candidates communicate arguments and conclusions adequately with straight-forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>
	<p>Level 1 (1-3 marks) Candidates demonstrate slight and incomplete knowledge of the contemporary Labour Party, and answers show a limited attempt to address the requirements of the question. There is only a superficial awareness of the context of the question with little interpretations or explanation and few examples, often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1-2 marks) Candidates use a very limited range of concepts to consider the reasons why, how or to what extent the contemporary Labour Party has changed and begin to construct arguments and explanations. Candidates offer limited analysis which shows some very limited awareness of factors. There is a minimal recognition of basic parallels and connections together with limited comparisons. There is a very simple attempt to evaluate the scope of change with very basic arguments and explanations concerning the relative influence of one factor.</p>	<p>Level 1 (1 mark) Answers rely upon narrative which is not fully coherent. Conclusions frequently not adequately related to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 2(a) 8 marks	Levels 3-4 (3-4 marks) Candidates will display thorough knowledge and understanding of New Labour and apply or apply with confidence an appropriate range of developed concepts using political vocabulary to analyse political information and provide clear and cogent explanations.	Levels 3-4 (2 marks) Candidates confidently apply a range or a wide range of well developed concepts using political vocabulary to explain New Labour. In an appropriate manner candidates analyse and synthesis political information and construct cogent and coherent arguments and explanations based on relevant factors. Candidates provide analyses which display a sophisticated or sound awareness of concepts relating to issues such as the Third Way, Clause IV, media management and spin, etc. Parallels and connections are identified together with well developed comparisons. There is a clear and full or good evaluation of principal issues, evaluating consequent processes, and related arguments and explanations.	Levels 3-4 (2 marks) Candidates communicate arguments, explanations and conclusions with a clear sense of direction culminating in a conclusion which flows from or is linked to the discussion.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 2(a) (cont)	<p>Levels 1-2 (1-2 marks) Candidates display a slight or outline knowledge and understanding of New Labour with a limited awareness of comparisons with ‘old’ Labour. Limited interpretation or explanation is offered with examples which may be inaccurately or inappropriately used.</p>	<p>Levels 1-2 (1 mark) Candidates use a limited range of concepts to consider the term, and begin to construct arguments and explanations. Candidates offer limited analysis or assessment which shows some awareness of meaning. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations surrounding or connected with the term but any evaluations or explanations may be superficial and naïve.</p>	<p>Levels 1-2 (1 mark) Candidates communicate arguments and conclusions adequately with straight-forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 2(b) 22 marks	Level 4 (10-11 marks) Candidates demonstrate a comprehensive understanding and knowledge of Conservative party changes under different party leaders, and the extent to which these resulted in influencing party policies. Answers may have either breadth or depth in the manner in which this question is tackled. Candidates will provide examples, producing excellent contextual awareness. They produce answers which include detailed and comprehensive interpretations or explanations of the significant differences, with up-to-date examples or references to the stimulus material to substantiate and illustrate points made.	Level 4 (7 marks) Candidates confidently apply a wide range of developed or well developed concepts regarding changing ideology on such issues as society, poverty, ethnicity, sexuality, gender, etc. They may argue that Thatcherism has survived intact and provide appropriate support regarding issues such as the EU. There may be reference to social authoritarian and social liberal tendencies. Using appropriate political vocabulary, candidates analyse and synthesise political information and construct cogent and coherent arguments and explanations based on the relevant factors. Candidates provide analyses which display a sophisticated awareness of relevant concepts relating to party ideology with sound examples. Parallels and connections are identified together with well developed comparisons. There is a clear and full, or good, evaluation of issues consequent processes, and related arguments and explanations.	Level 4 (4 marks) Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion which flows from the discussion.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 2(b) (cont)	<p>Level 3 (7-9 marks) Candidates demonstrate sound knowledge of Conservative party ideology, producing answers with a clear attempt at addressing the requirements of the question and demonstrating sound understanding of the issues under discussion. They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made. The discussion may broaden to encompass changes under Major, Hague and IDS.</p>	<p>Level 3 (5-6 marks) Candidates use a limited range of concepts to consider party ideology. Basic information is utilised when they being to construct arguments and explanations. Candidates offer adequate analysis which shows some awareness of possible changes, differences or continuities in Conservative ideology. There may be a recognition of basic contrasts but little on parallels and connections together with limited comparisons, particularly when only one leader is examined. There is a simple attempt to evaluate arguments and explanations for the differences and distinctions reported. Evaluations of explanations for differences are supported with examples.</p>	<p>Level 3 (3 marks) Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	<i>AO2</i>	AO3
Question 2(b) (cont)	<p>Level 2 (4-6 marks) Candidates demonstrate a basic knowledge of Conservative Party ideology and the extent of change. There is a limited attempt at addressing the requirements of the question. They may demonstrate contextual awareness covering part of the question. Candidates produce answers which include a partial but reasonably effective attempt at interpretation or explanation with some not very detailed examples about party ideology under different leaders.</p>	<p>Level 2 (3-4 marks) Candidates use a limited range of concepts to consider possible changes in Conservative ideology, and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations concerning the relative influence of one aspect of change.</p>	<p>Level 2 (2 marks) Candidates communicate arguments and conclusions adequately with straightforward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>
	<p>Level 1 (1-3 marks) Candidates demonstrate slight and incomplete knowledge of Conservative Party ideology, and answers show a limited attempt to address the requirements of the question. There is only a superficial awareness of the context of the question with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1-2 marks) Candidates use a very limited range of concepts to consider changing Conservative ideology, and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a minimal recognition of basic parallels and connections together with limited comparisons. There is a very simple attempt to evaluate arguments and explanations concerning the relative influence of one aspect of change. Conclusions may be superficial or naïve.</p>	<p>Level 1 (1 mark) Answers rely upon narrative which is not fully coherent. Conclusions are frequently not adequately related to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 3(a) 8 marks	<p>Levels 3-4 (3-4 marks) Candidates will display thorough knowledge and understanding of internal pressure group democracy. In appropriate detail, candidates will show they appreciate the responsiveness of leaders to members and associated issues, using political vocabulary to analyse political information and provide clear and cogent explanations.</p>	<p>Levels 3-4 (2 marks) Candidates confidently apply a range or a wide range of well developed concepts using political vocabulary to explain the term internal pressure group democracy. In an appropriate manner candidates analyse and synthesise political information and construct cogent and coherent arguments and explanations based on relevant factors. Candidates provide analyses which display a sophisticated or sound awareness of concepts relating to issues such as oligarchy or democracy, the pressure group typology or the diverse membership and different needs of members. Parallels and connections are identified together with well developed comparisons. There is a clear and full or good evaluation of principal issues, evaluating consequent processes, and related arguments and explanations.</p>	<p>Levels 3-4 (2 marks) Candidates communicate arguments, explanations and conclusions with a clear sense of direction culminating in a conclusion which flows from or is linked to the discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 3(a) (cont)	<p>Levels 1-2 (1-2 marks) Candidates display a slight or outline knowledge and understanding of the political concept. There may be a limited awareness of democracy or relevant aspect of the typology in a limited, or very limited, attempt at addressing the requirements of the question.</p>	<p>Levels 1-2 (1 mark) Candidates use a limited range of concepts to consider the term, and begin to construct arguments and explanations. Candidates offer limited analysis or assessment regarding the term internal pressure group democracy. There is a recognition of basic or very basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments. Evaluations or explanations for differences may be superficial and naïve.</p>	<p>Levels 1-2 (1 mark) Candidates communicate arguments and conclusions adequately with straight-forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
<p>Question 3(b) 22 marks</p>	<p>Level 4 (10-11 marks) Candidates demonstrate a comprehensive understanding and knowledge of the relevant typology and distinguish, for example, between sectoral and cause groups (and possibly other representative structures) and their role and influence in the political system in representing differing interests. They may refer to the difficulties in reaching clear cut conclusions and provide examples of groups which serve both interests. They produce answers which fully address the requirements of the question and demonstrate excellent contextual awareness. They include detailed and comprehensive interpretations or explanations of representation with references to, for example, trades union movement, business interests, ‘poverty’ groups, and local/national/EU contexts with up-to-date examples or references to the stimulus material to substantiate and illustrate points made.</p>	<p>Level 4 (7 marks) Candidates confidently apply a wide range of developed or well developed concepts to explain pressure groups and the differing interests using appropriate political vocabulary. They analyse and synthesise political information regarding role and influence, and construct cogent and coherent arguments and explanations based on relevant factors such as resources, access to decision-makers, public support, etc. Candidates provide analyses which display a sophisticated awareness of relevant concepts relating to the different groups in questions, with sound examples. Parallels and connections are identified together with well developed comparisons. There is a clear and full, or good, evaluation of issues, evaluating consequent processes, and related arguments and explanations.</p>	<p>Level 4 (4 marks) Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion which flows from the discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 3(b) (cont)	<p>Level 3 (7-9 marks) Candidates demonstrate sound knowledge of pressure groups and may refer to the differences between sectoral and cause groups in consideration of promoting differing interests, producing answers with a clear attempt at addressing the requirements of the question and demonstrating sound contextual awareness. They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.</p>	<p>Level 3 (5-6 marks) Candidates use a limited range of concepts to consider the possible role of pressure groups in representing differing interests possibly noting differences between sectoral and cause groups. Basic information is utilised when they begin to construct arguments and explanations regarding role and/or influence. Candidates offer limited analysis which shows some awareness of possible differences. There is a recognition of basic contrasts but little on parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations for the differences and distinctions reported. Evaluations or explanations for differences will be explicit.</p>	<p>Level 3 (3 marks) Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 3(b) (cont)	<p>Level 2 (4-6 marks) Candidates demonstrate an outline knowledge of pressure groups and may or may not fully address the appropriate issues with a limited attempt at addressing the requirements of the question. They may demonstrate contextual awareness covering part of the question. They produce answers which include a partial but reasonably effective attempt at interpretation or explanation with some not very detailed examples about differences and they may present the typology in a simplified form.</p>	<p>Level 2 (3-4 marks) Candidates use a limited range of concepts to consider the role/influence of pressure groups in representing differing interests, and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations concerning the relative influence of one factor as opposed to at least one other.</p>	<p>Level 2 (2 marks) Candidates communicate arguments and conclusions adequately with straight-forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>
	<p>Level 1 (1-3 marks) Candidates demonstrate slight and incomplete knowledge of pressure groups, and answers show a limited attempt to address the requirements of the question. There is only a superficial awareness of the context of the question with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1-2 marks) Candidates use a very limited range of concepts to consider the role and/or influence of pressure groups representing differing interests and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a minimal recognition of basic parallels and connections together with limited comparisons. There is a very simple attempt to evaluate arguments and explanations concerning the relative influence of one group used as an example.</p>	<p>Level 1 (1 mark) Answers rely upon narrative which is not fully coherent. Conclusions are frequently not adequately related to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 4(a) 8 marks	Levels 3-4 (3-4 marks) Candidates will display thorough knowledge and understanding of the political concept traditional pressure group. In appropriate detail, candidates will show they appreciate the differences between traditional groups and other forms of political organisations such as NSMs or political parties. Full awareness of current political developments.	Levels 3-4 (2 marks) Candidates confidently apply a range or a wide range of well developed concepts using political vocabulary to explain traditional pressure group. In an appropriate manner candidates analyse and synthesise political information and construct cogent and coherent arguments and explanations based on relevant factors. Candidates provide analyses which display a sophisticated or sound awareness of concepts relating to issues such as contrasts with other forms of political mobilisation and/or representation. Parallels and connections are identified together with well developed comparisons. There is a clear and full or good evaluation of principal issues and consequent processes, and related arguments and explanations.	Levels 3-4 (2 marks) Candidates communicate arguments, explanations and conclusions with a clear sense of direction culminating in a conclusion which flows from or is linked to the discussion.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 4(a) (cont)	<p>Levels 1-2 (1-2 marks) Candidates display a slight or outline knowledge and understanding of the political concept traditional pressure group. There may be a limited awareness of current developments and distinctions within a limited, or very limited, attempt at addressing the requirements of the question. Limited explanation or interpretation is offered with examples which may be inaccurately or inappropriately used.</p>	<p>Levels 1-2 (1 mark) Candidates use a limited range of concepts to explain the term traditional pressure group, and begin to construct arguments and explanations. Candidates offer limited analysis or assessment which shows some awareness of relevant issues. There is a recognition of basic parallels and connections together with limited comparisons and distinctions. There is a simple attempt to evaluate arguments and explanations for the term. Evaluations or explanations for differences may be superficial and naïve.</p>	<p>Levels 1-2 (1 mark) Candidates communicate arguments and conclusions adequately with straight-forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 4(b) 22 marks	<p>Level 4 (10-11 marks) Candidates demonstrate a comprehensive understanding and knowledge of the relevant typology, distinguishing between sectoral, cause groups and protest movements in shaping British politics, producing answers which fully address the requirements of the question and demonstrate excellent contextual awareness. They produce answers which include detailed and comprehensive interpretations or explanations of the significant differences, with up-to-date examples or references to the stimulus material to substantiate and illustrate points made.</p>	<p>Level 4 (7 marks) Candidates confidently apply a wide range of developed or well developed concepts to assess the success of protest movements. They compare/contrast examples such as fuel protestors, Countryside Alliance, anti-motoring, animal rights, etc in terms of their influence on policy, shaping public opinion, directing the political culture, etc. Candidates may refer to NSMs such as environmentalists, feminists or pacifists in their analyses. Using appropriate political vocabulary, may analyse and synthesise political information and construct cogent and coherent arguments and explanations. Candidates provide analyses which display a sophisticated awareness of the relative importance of some or many resources, with sound examples. Parallels and connections are identified together with well developed comparisons. There is a clear and full, or good, evaluation of issues and consequent processes, and related arguments and explanations.</p>	<p>Level 4 (4 marks) Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion which flows from the discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 4(b) (cont)	<p>Level 3 (7-9 marks) Candidates demonstrate sound knowledge of protest movements and are likely to report on the differences between sectoral and cause groups, producing answers with a clear attempt at addressing the requirements of the question and demonstrating sound contextual awareness of the issues under discussion. They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.</p>	<p>Level 3 (5-6 marks) Candidates use a sound range of concepts to consider the success or failure of protest groups in shaping defined aspects of British politics. Basic information is utilised when they begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of possible impact. There is an assessment of basic impact but little on parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations for the differences and distinctions reported. Evaluations of explanations for differences may be superficial and naïve.</p>	<p>Level 3 (3 marks) Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 4(b) (cont)	<p>Level 2 (4-6 marks) Candidates demonstrate an outline knowledge of protest group impact and make vague reference to the differences between sectoral and cause groups and protest groups or between one protest group and another, but with a limited attempt at addressing the requirements of the question. They may demonstrate contextual awareness covering part of the question. They produce answers which include a partial but reasonably effective attempt at interpretation or explanation with some not very detailed examples about success and failure and may present the relevant workings/examples regarding the typology in a simplified form.</p>	<p>Level 2 (3-4 marks) Candidates use a limited range of concepts to consider the relative success/failure of protest movements, and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations concerning the relative influence of one factor or aspect or example as opposed to at least one other.</p>	<p>Level 2 (2 marks) Candidates communicate arguments and conclusions adequately with straight-forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 4(b) (cont)	<p>Level 1 (1-3 marks) Candidates demonstrate slight and incomplete knowledge of protest movements and any references are likely to be vague or inaccurate, and answers show a limited attempt to address the requirements of the question. There is only a superficial awareness of the context of the question with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1-2 marks) Candidates use a very limited range of concepts to consider the success or failure of protest groups in shaping politics and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a minimal recognition of basic parallels and connections together with limited comparisons. There is a very simple attempt to evaluate arguments and explanations concerning the relative influence of one resource or example or outcome as opposed to at least one other.</p>	<p>Level 1 (1 mark) Answers rely upon narrative which is not fully coherent. Conclusions frequently not adequately related to the preceding discussion.</p>