



ASSESSMENT and
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ALLIANCE

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GCE

Government and Politics

Unit GOV7

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Unit 7: Ideas in Contemporary British Politics

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	Levels 3-4 (2 marks) Candidates demonstrate a good understanding of the key components of the concept 'liberty' emphasising both freedom and responsibility.	Levels 3-4 (3-4 marks) Candidates apply an appropriate range of developed concepts to explain what is meant by 'liberty'.	Levels 3-4 (2 marks) Candidates communicate arguments, explanations and conclusions well and produce conclusions clearly linked to the preceding discussion.
	Levels 1-2 (1 mark) Candidates demonstrate an outline understanding and knowledge of the term 'liberty', providing some evidence of its key features.	Levels 1-2 (1-2 marks) Candidates apply a limited range of concepts to explain the term 'liberty'.	Levels 1-2 (1 mark) Candidates communicate ideas, arguments and conclusion adequately but not in great depth. Conclusions may be offered but their relationship to the preceding discussion may be modest or implicit.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 1(b) 12 marks	<p>Level 4 (5-6 marks) Candidates demonstrate a comprehensive understanding of the extract and present other knowledge to explain the differences between classical liberalism and progressive (new) liberalism. The answers reveal a strong appreciation of the importance of rationalism, individual choice (economic and political) and minimal government. They also recognise that society is an aggregate of individuals rather than a body having some kind of collectivity of its own. Tolerance and personal freedom are also deemed to be key features of this type of liberalism. Candidates are likely to reveal an awareness of the contributions made by Locke, Smith, Mill, etc. Regarding progressive (new) liberalism the answer discusses the need for greater state intervention, particularly in the market place, to secure basic rights such as a living wage. Candidates recognise how progressive liberalism is associated with social policies such as old age pensions, national health insurance and unemployment insurance. Appreciation of the contributions made by the likes of Keynes and Beveridge.</p>	<p>Level 4 (4 marks) Candidates apply a wide range of concepts and ideas to organise relevant information from the extract. They explain fully how the ideas and values associated with classical liberalism differ from those associated with progressive (new) liberalism. The answers are strong on both analysis and evaluation.</p>	<p>Levels 3-4 (2 marks) Candidates communicate arguments 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 3 (3-4 marks) Candidates demonstrate a sound understanding of the extract and present other knowledge of the ideas and thinking associated with both classical and progressive liberalism.</p>	<p>Level 3 (3 marks) Candidates apply a range of concepts and ideas to organise relevant information. They explain clearly the parallels which exist between the two types of liberalism and, more importantly, the differences which distinguish them.</p>	See level above.
	<p>Levels 1-2 (1-2 marks) Candidates demonstrate an outline understanding of the extract and a basic knowledge of the ideas and thinking associated with classical and progressive liberalism.</p>	<p>Levels 1-2 (1-2 marks) Candidates apply a limited range of concepts and ideas to organise relevant information from the extract. Basic descriptions of key ideas are provided but evaluation of the differences which exist between classical and progressive liberalism are thin.</p>	<p>Levels 1-2 (1 mark) 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>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 1(c) 20 marks	<p>Level 4 (7-8 marks) Candidates demonstrate sound knowledge of the key ideas, beliefs and values associated with classical liberalism as outlined in part (b). They also appreciate the key features of Thatcherism, particularly support for the free market, perceptions of the welfare state as a “nanny state” and emphasis on individualism and individual responsibility. In addition candidates demonstrate detailed and comprehensive knowledge of the ideas championed by the Liberal Democrats in recent years, paying particular emphasis to economic and social policies and broader attitudes towards the role of the State in modern society and the position of the individual in such complex social organisations.</p>	<p>Level 4 (7-8 marks) Candidates analyse and evaluate thoroughly the similarities and differences which exist between classical liberalism and Thatcherism and classical liberalism and the ideas championed by the Liberal Democrats. They confidently explain and use a comprehensive list of the core values of classical liberalism and are capable of evaluating the extent to which such ideas are evident in Thatcherism and Liberal Democratic policies. They use ideas and arguments clearly and logically in developing a reasoned discussion that synthesises the points above.</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 that flows from the discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 1(c) (cont)	<p>Level 3 (5-6 marks) Candidates demonstrate sound knowledge of the key ideas associated with classical liberalism and Thatcherism as well as an awareness of the ideas and thinking which have influenced Liberal Democrat actions and policies in recent years. They produce answers with a clear attempt to be focused and relevant and they reveal a good sense of context. Good general attempts are made to examine the points of similarity between classical liberalism and Thatcherism and classical liberalism and Liberal Democratic thinking and policies.</p>	<p>Level 3 (5-6 marks) Candidates analyse and soundly evaluate the ideas, policies and programmes associated with classical liberalism, Thatcherism and Social Democracy. There is sound discussion and solid comparative analysis revealing a pleasing grasp of parallels and connections as appropriate. There is evidence of reasonable synthesis.</p>	<p>Level 3 (3 marks) Candidates communicate arguments, explanations and conclusions well with a conclusion clearly linked to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 1(c) (cont)	<p>Level 2 (3-4 marks) Candidates demonstrate outline knowledge of the core beliefs and values of classical liberalism and Thatcherism. They also reveal a general appreciation of key Liberal Democrat beliefs and values. They begin to construct some arguments about common/shared ground regarding classical liberalism and Thatcherism and provide modest explanations of the links which exist (where they do) between classical liberalism and modern Liberal Democratic thinking. Answers reveal a partial but reasonable attempt to measure the above. Some evidence of knowledge of policies is included.</p>	<p>Level 2 (3-4 marks) Candidates show limited attempts at analysis and evaluation and also show a basic awareness of the connections which exist between classical liberalism, Thatcherism and Liberal Democratic Policies and pronouncements.</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 (1-2 marks) Candidates demonstrate a slight and incomplete knowledge of classical liberalism and Thatcherism and a vague awareness of Liberal Democrat beliefs and values. A limited attempt to assess impact of classical liberalism on Thatcherism and modern Liberal Democracy. Actual policies are only fleetingly mentioned.</p>	<p>Level 1 (1-2 marks) Discussions are not adequately supported by the use of ideas and policies. Explanations are superficial with no genuine analyses or evaluation. The propositions made are likely to be naïve and verge on the inaccurate.</p>	<p>Level 1 (1 mark) Answers rely on narrative that is not fully coherent. Conclusions not adequately related to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 2 40 marks	<p>Level 4 (13-16 marks) Candidates demonstrate a comprehensive knowledge and understanding of the nature of ideologies and their location within the spectrum of British party politics over the last century in a general context, but particularly in recent times. Answers fully address the extent to which the Labour, Conservative and Liberal Democrat Parties fluctuate between being pragmatic and ideological according to time and place. Answers recognise traditional Conservative contempt for “ideological blueprints” as well as the role played by ideology in Thatcherism and Post-Thatcherism. Similarly answers are able to illustrate the ‘fundamentalist/revisionist’ conflicts which have characterised debates and actions in the Labour Party. Regarding the Liberal Democrats, answers recognise the changing features of liberalism with regard to both rhetoric and practice. Answers include detailed and comprehensive explanations of the centrality of these two positions to both contemporary thought and political performance across all three major parties.</p>	<p>Level 4 (13-16 marks) Candidates apply a comprehensive range of well-developed concepts and theories, thoroughly analysing and constructing arguments and materials relevant to the core values of Socialism, Conservatism and Liberalism. Candidates fully explain and discuss how pragmatism and ideology have influenced Labour, Conservative and Liberal Democrat thinking and actions and assess their relevance in the context of time and place. Candidates display a sophisticated awareness of the factors which influence (party) political behaviour and a clear recognition of where and why one stance has exerted greater influence than the other.</p>	<p>Level 4 (7-8 marks) Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion that flows from the discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 2 (cont)	<p>Level 3 (9-12 marks) Candidates demonstrate a sound knowledge and understanding of the nature of ideologies and their location within the spectrum of British politics. Answers reveal a significant awareness of the extent to which the three major parties have fluctuated between being pragmatic and dogmatic according to place and time. Candidates also provide clear evidence of examples and policies and actions which illustrate the extent to which ideology/pragmatism have influenced party political behaviour, particularly in recent years.</p>	<p>Level 3 (9-12 marks) Candidates apply a range of concepts and theories, using political vocabulary to analyse and synthesise material relevant to the core values of Socialism, Conservatism and Liberalism in an attempt to evaluate whether contemporary British politics is more influenced by pragmatism than it is by ideology. Candidates provide analyses that display an awareness of ideas and actions to include a range of policy positions which have been influenced by either ideology or pragmatism across the major parties in recent times. Candidates also show good evaluation of the development of political thinking over time as well as a sound awareness of the current key beliefs and values.</p>	<p>Level 3 (5-6 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 2 (cont)	<p>Level 2 (5-8 marks) Candidates produce an outline of the basic ideas associated with the Labour, Conservative and Liberal Democrat parties and of the actual policies pursued/advocated. Only a limited attempt is made to address the requirements of the question by referring to policies and practice pre-, during and post Thatcher with regard to the Conservative Party and by examining Labour's shifts rightwards since its defeat in the 1983 election. Basic reference to the links between liberal beliefs and Liberal Democrat policy pronouncements in recent years are also evident in the answers. Overall, answers include a partial but reasonably effective attempt to explain the roles played by both pragmatism and ideology in British party politics with a few not very detailed examples of policies.</p>	<p>Level 2 (5-8 marks) Candidates use a limited range of concepts and theories to consider the core values of Socialism, Conservatism and Liberalism and to begin to construct arguments and explanations about the roles played by pragmatism and ideology in influencing ideas and actions. They offer limited analyses showing some awareness of how these things differ and there is a simple attempt at evaluation.</p>	<p>Level 2 (3-4 marks) Candidates communicate arguments and conclusion 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>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 2 (cont)	<p>Level 1 (1-4 marks) Candidates demonstrate a slight and incomplete knowledge of the three aforementioned issues and a limited awareness of the roles played by pragmatism and ideology in influencing Conservative, Labour and Liberal Democrat thoughts and actions. There is little attempt to address the question set and to explore the centrality of pragmatism/ ideology in British party politics, particularly in recent years. Examples of policies and actions are likely to be inaccurately reported or inappropriately used.</p>	<p>Level 1 (1-4 marks) Candidates do not adequately support any discussions on the core values of Socialism, Conservatism and Liberalism concerning pragmatism and ideology with the use of concepts and theories. Arguments about the contemporary significance of pragmatism and ideology are not fully constructed and there is no awareness of their comparative influence. Evaluation is, at best, superficial and naïve.</p>	<p>Level 1 (1-2 marks) Answers rely on narrative that may not be fully coherent. Conclusions may not relate adequately to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 3 40 marks	<p>Level 4 (13-16 marks) Candidates demonstrate a comprehensive knowledge and understanding of the core ideas of traditional orthodox socialism, particularly its commitment to public ownership, full employment, egalitarianism, welfarism and the class struggle. Answers include detailed and comprehensive awareness of the actual policies championed and pursued by Labour governments in practice - the quest for full employment, welfarism, nationalisation of the commanding heights under Attlee, Wilson's championing of egalitarianism through programmes such as Comprehensive education, Healey's claim that he would "squeeze the rich" in the '74-'79 period, Blair's reinterpretation of socialism in the New Labour agenda. Recognition of the 'limited' socialism which was practised/delivered in these periods - the mixed economy and Keynesianism of the post-war consensus, the failure to achieve real and fundamental redistribution of wealth, Blair's enthusiasm for the market and his emphasis on equality of opportunity in the 'Third Way' strategy. Candidates are able to clearly recognise comparisons and contrasts between the rhetoric of socialism and policy-delivery in actuality.</p>	<p>Level 4 (13-16 marks) Candidates apply a comprehensive range of well-developed concepts and theories, using appropriate language to explain socialism as it is traditionally perceived. Candidates provide analyses that display a sophisticated awareness of the difference between theory and practice. Parallels and connections are identified together with well-developed comparisons. There is a clear and full evaluation of the relationship between the core values of socialism and the actual content of programmes and policies presented and delivered by Labour governments.</p>	<p>Level 4 (7-8 marks) Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion that flows from the discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 3 (cont)	<p>Level 3 (9-12 marks) Candidates demonstrate a sound knowledge and understanding of traditional, orthodox socialism. Answers include a clear awareness of the gap between socialist theory and policy delivery during the post-war consensus period and more particularly during the Blair period of government. Effective comparisons and contrasts are evident in the answers.</p>	<p>Level 3 (9-12 marks) Candidates apply a range of developed concepts and theories using political vocabulary to analyse and synthesise information about socialism and actual governmental policies. There is solid recognition and awareness of the difference between socialism in theory and practice as well as clear recognition and evaluation of the parallels and connections between socialism as an ideology and socialism in its more pragmatic context as viewed by Labour Governments.</p>	<p>Level 3 (5-6 marks) Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>
	<p>Level 2 (5-8 marks) Candidates provide an outline of the basic ideas associated with traditional socialism and ‘Socialism’ as practised by Labour in government. Answers include a partial but reasonably effective attempt to explain the similarities and differences between traditional socialist beliefs and values and actual policy-delivery.</p>	<p>Level 2 (5-8 marks) Candidates use a limited range of concepts and theories to consider political information on socialism and to begin to construct arguments about the differences between the rhetoric of socialism and socialism as defined and delivered by actual Labour governments. Analysis is limited but shows some awareness. There is recognition of basic parallels and connections as well as differences.</p>	<p>Level 2 (3-4 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>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 3 (cont)	<p>Level 1 (1-4 marks) Candidates demonstrate a slight and incomplete knowledge of the basic features of traditional socialism and the actual track records of Labour governments regarding policy in practice. There is little attempt to address the question as set and to explore the basic similarities and differences between traditional socialism and actual Labour policies in government. The limited examples of policies given are often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1-4 marks) Discussions of the ideas traditionally associated with socialism are inadequately supported by the use of concepts and theories. Arguments about differences and similarities between socialist beliefs and actual labour policies will not be fully considered. Few parallels and connections are used to make comparisons. Evaluation is superficial and naïve.</p>	<p>Level 1 (1-2 marks) Answers rely on narrative that may not be fully coherent. Conclusions may not relate adequately to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 4 40 marks	<p>Level 4 (13-16 marks) Candidates demonstrate a comprehensive knowledge and understanding of 'green' ideology in Britain, revealing the contrasting aims and core beliefs and ideas associated with the radical Dark Greens and the Light Greens. Answers include detailed and comprehensive explanations of uncompromising radical green positions with regard to capitalism, economic growth, consumerism and the need for a 'holistic' approach to economic activity and management and the more pragmatic positions championed by the Light Greens. In addition candidates are aware of the eco and environmental stances adopted by the mainstream parties in recent years.</p>	<p>Level 4 (13-16 marks) Candidates confidently use political ideas and concepts, notably green ideas regarding the economy, consumerism and ecology and use a wide range of theories. Using appropriate political vocabulary they analyse and synthesise political information and construct cogent and coherent arguments and explanations about the range and diversity of green beliefs and values which operate in the UK. Candidates also display a sophisticated awareness of the similarities and contrasts evident in the environmental lexicon which enable them to identify and measure the extent to which a coherent "green" ideology exists in Britain. Analysis and evaluation are at a high level.</p>	<p>Level 4 (7-8 marks) Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion that flows from the discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 4 (cont)	<p>Level 3 (9-12 marks) Candidates demonstrate a sound knowledge of the beliefs and values associated with the Dark and Light Greens in the UK, as well as good general awareness of the strategies and approaches advocated by the major parties on eco/green/environmental policies.</p>	<p>Level 3 (9-12 marks) Candidates apply a range of developed concepts, theories and ideas on green/environmental values/policies using political vocabulary to analyse and synthesise information so as to construct clear arguments about the extent to which a coherent 'green' ideology exists in Britain. They provide analyses that display an awareness of differing viewpoints and a recognition of the issues. They are also able to comprehend and assess the similarities and differences of the key movements and parties about environmental concerns. There is sound evaluation throughout.</p>	<p>Level 3 (5-6 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 (cont)	<p>Level 2 (5-8 marks) Candidates produce an outline of the key green beliefs and values associated with the Dark and Light Greens in the UK. They also make a limited attempt to answer the question by outlining the broad eco/environmental policies proposed by the major parties in recent years. Answers do not possess the detailed knowledge of green ideology and policy objectives characteristic of level 3 and 4 work.</p>	<p>Level 2 (5-8 marks) Candidates use a limited range of concepts, theories and ideas about green approaches to economic management, consumerism and environmental protection. Candidates offer limited analysis and evaluation and provide basic recognition of different viewpoints. There is a simple attempt to assess convergence and divergence of principle and policy. Awareness of the degree of coherence in environmental thinking is basic.</p>	<p>Level 2 (3-4 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 (1-4 marks) Candidates demonstrate a slight and incomplete knowledge of the basic ideas associated with the Green Party and green movements in the UK as well as rudimentary awareness of where the major parties stand on green issues. There is little attempt to address the question set or to explore the extent to which a coherent ideology exists. The few examples given are often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1-4 marks) Discussions are not adequately supported by the use of concepts and theories on green issues. Arguments about the extent of common ground/contrasting ideas with regard to environmentalism are thin. Evaluation is superficial and naïve. Comparisons and contrasts do not figure prominently.</p>	<p>Level 1 (1-2 marks) Answers rely on narrative that may not be fully coherent. Conclusions may not relate adequately to the preceding discussion.</p>