



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCE

# Government and Politics

## Unit GOV2

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## 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 Board's 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 analyses, evaluation, arguments and explanations. 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**

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	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.
<b>Level 3</b>	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.

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 2</b>	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.
<b>Level 1</b>	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 are sparse and incomplete. Analyses show little awareness of differing view points and very few parallels and connections used to establish comparisons. Evaluations of political institutions, processes, behaviour, arguments or explanations are superficial and naive.	Answers rely upon narrative which is not fully coherent, conclusions are not adequately related to the preceding discussion.

**Unit GOV 2 – Parties and Pressure Groups**

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<p><b>Question 1(a)</b> <b>8 marks</b></p>	<p><b>Levels 3-4 (3-4 marks)</b> Candidates will display thorough knowledge and understanding of the concept internal party democracy. In appropriate detail, candidates will show they understand party power structure(s) in so far as providing party members with opportunities to vote on policies, constitutions, candidates. Full awareness of current political developments.</p>	<p><b>Levels 3-4 (2 marks)</b> Candidates confidently apply a range or a wide range of well developed concepts using political vocabulary to explain internal party democracy. In an appropriate manner candidates analyse and synthesise political information and construct cogent and coherent arguments and explanations regarding party power structure(s) based on relevant factors. Candidates provide analyses which display a sophisticated or sound awareness of concepts relating to issues such as the influence within the Conservative and/or Labour Party. 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><b>Levels 3-4 (2 marks)</b> 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>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1(a) (cont'd.)</b>	<p><b>Levels 1-2 (1-2 marks)</b>                      Candidates display a slight or outline knowledge and understanding of the concept internal party democracy. There may be a limited awareness of current developments and controversies within a limited, or very limited, attempt at addressing the requirements of the set question. Limited interpretation or explanation offered with examples, which may be inaccurately or inappropriately used.</p>	<p><b>Levels 1-2 (1 mark)</b>                      Candidates use a limited range of concepts to examine the term internal party democracy with limited or very limited arguments and explanations. Candidates offer a very limited analysis or assessment which shows some awareness of party power structures. 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><b>Levels 1-2 (1 mark)</b>                      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>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<p><b>Question 1(b)</b> <b>22 marks</b></p>	<p><b>Level 4 (10-11 marks)</b> Candidates demonstrate a comprehensive understanding and knowledge of the contemporary Conservative Party. Since 1997 in terms of change and reform initiated by the party leaders. There will be references to William Hague’s initiatives as well as Iain Duncan Smith’s more inclusive approach. Party structure, policy and image may be referred to. There may be references to divisions and factions. There may be references to the changing membership of the Conservative Party and its impact, or of the changing political environment which has strengthened the forces of division (New Labour, end of the cold war, weakened union threat 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 changes with up to date examples or references to the stimulus material to substantiate and illustrate points made.</p>	<p><b>Level 4 (7 marks)</b> Candidates confidently apply a wide or range of developed or well developed concepts regarding explaining the change and reforms under discussion using appropriate political vocabulary, to analyse and synthesise political information and construct cogent and coherent arguments and explanations based on factors such as party principles, images, membership, structure, policies etc. Candidates provide analyses which display a sophisticated awareness of relevant concepts relating to the contemporary divisions, with sound examples. Parallels and connections are identified together with well developed comparisons. There is a clear and full, or good, evaluation of the success, evaluating consequent processes, and related arguments and explanations.</p>	<p><b>Level 4 (4 marks)</b> 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>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1(b) (cont'd.)</b>	<p><b>Level 3 (7-9 marks)</b>                      Candidates demonstrate sound knowledge of developments within the Conservative Party since 1997, producing answers with a clear attempt at addressing the requirements of the question and demonstrate 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><b>Level 3 (5-6 marks)</b>                      Candidates use a sound range of concepts to consider the success of contemporary leaders in initiating change within the Conservative Party. Basic information is utilised when they begin to construct arguments and explanations. Candidates offer adequate analysis which shows some awareness of recent party change(s). There is a recognition of basic contrasts (possibly with the past, or other parties) but little emphasis on parallels and connections together with limited comparisons. There is a logical and clear attempt to make an assessment of the initiatives and developments reported. Evaluations of explanations for differences may be superficial and naïve in one or two respects.</p>	<p><b>Level 3 (3 marks)</b>                      Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>



	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1(b) (cont'd.)</b>	<p><b>Level 2 (4-6 marks)</b> Candidates demonstrate an outline knowledge of the contemporary Conservative leaders in terms of initiating change 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 change and reforms.</p>	<p><b>Level 2 (3-4 marks)</b> Candidates use a limited range of concepts to consider the question regarding change within the contemporary Conservative 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 the success of initiatives.</p>	<p><b>Level 2 (2 marks)</b> 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><b>Level 1 (1-3 marks)</b> Candidates demonstrate slight and incomplete knowledge of the contemporary Conservative leaders and their attempts to change the 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><b>Level 1 (1-2 marks)</b> Candidates use a very limited range of concepts to consider the reasons why, how or to what extent the contemporary Conservative Party leaders have successfully changed the party 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 level of success of change with very basic arguments and explanations.</p>	<p><b>Level 1 (1 mark)</b> Answers will rely upon narrative which is not fully coherent. Conclusions will frequently not be adequately related to the preceding discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<p><b>Question 2 (a)</b> <b>8 marks</b></p>	<p><b>Levels 3-4 (3-4 marks)</b> Candidates will display thorough knowledge and understanding of the political concept of third parties and apply or apply with confidence an appropriate range of developed concepts and theories enabling an identification of parties other than Labour or Conservative with the possibility of Scotland have a differing terminology. Candidates will use political vocabulary to analyse political information and provide clear and cogent explanations.</p>	<p><b>Levels 3-4 (2 marks)</b> Candidates confidently apply a range or a wide range of well developed concepts using political vocabulary to explain the term third parties. 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 appropriate concepts. 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><b>Levels 3-4 (2 marks)</b> 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>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 2 (a) (cont'd.)</b>	<p><b>Levels 1-2 (1-2 marks)</b>                      Candidates display a slight or outline knowledge and understanding of the concept third parties with a limited awareness of distinctions between Labour, Conservative and third parties. Limited interpretation or explanation offered with examples which may be inaccurately or inappropriately used.</p>	<p><b>Levels 1-2 (1 mark)</b>                      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><b>Levels 1-2 (1 mark)</b>                      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>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<p><b>Question 2 (b)</b> <b>22 marks</b></p>	<p><b>Level 4 (10-11 marks)</b> Candidates demonstrate a comprehensive understanding and knowledge of the party system in terms of the allocation of the popular vote and the composition of Parliament or other legislative or local government authority. Answers may have either breadth or depth in the manner in which this question is tackled. They may refer to the factors such as the dominant party system, the two party system and the multi-party system in an attempt to reach a conclusion or make an assessment. They 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.</p>	<p><b>Level 4 (7 marks)</b> Candidates confidently apply a wide or range of developed or well developed concepts regarding an analysis of party system, using appropriate political vocabulary, to 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 the party dominance amongst the electorate, Parliament and government, 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><b>Level 4 (4 marks)</b> 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>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 2 (b) (cont'd.)</b>	<p><b>Level 3 (7-9 marks)</b>                      Candidates demonstrate sound knowledge of the party system(s), producing answers with a clear attempt at addressing the requirements of the question and demonstrate 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 the concept of party systems in, particularly Scotland, Wales and N. Ireland.</p>	<p><b>Level 3 (5-6 marks)</b>                      Candidates use a limited range of concepts to consider the single, two and multi party systems in different parts of the political systems. Basic information is utilised when they being to construct arguments and explanations. Analysis may refer to government, Parliament, electorate/public opinion. Candidates offer adequate analysis which shows some awareness of possible differences or similarities. There may be a recognition of basic contrasts but little on parallels and connections together with limited comparisons, particularly when only one aspect of the debate is examined. There is a simple attempt to evaluate arguments and explanations for the differences and distinctions reported. Evaluations of explanations for differences supported with examples.</p>	<p><b>Level 3 (3 marks)</b>                      Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 2 (b) (cont'd.)</b>	<p><b>Level 2 (4-6 marks)</b> Candidates demonstrate a basic knowledge of the party system 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 parties in the political system.</p>	<p><b>Level 2 (3-4 marks)</b> Candidates use a limited range of concepts to consider the position of parties in the political system, 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 party system.</p>	<p><b>Level 2 (2 marks)</b> 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><b>Level 1 (1-3 marks)</b> Candidates demonstrate slight and incomplete knowledge of the party system 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><b>Level 1 (1-2 marks)</b> Candidates use a very limited range of concept to consider the nature of the party system, 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 nature of the party system. Conclusions may be superficial or naïve.</p>	<p><b>Level 1 (1 mark)</b> Answers will rely upon narrative which is not fully coherent. Conclusions will frequently not be adequately related to the preceding discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<p><b>Question 3 (a)</b> <b>8 marks</b></p>	<p><b>Levels 3-4 (3-4 marks)</b> Candidates will display thorough knowledge and understanding of the single issue politics concept. In appropriate detail, candidates will show they appreciate the differences between single issue and other groups in the customary typology, using political vocabulary to analyse political information and provide clear and cogent explanations. Some may refer to political parties or discuss individual motivations.</p>	<p><b>Levels 3-4 (2 marks)</b> Candidates confidently apply a range or a wide range of well developed concepts using political vocabulary to explain the term single issue politics. 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 the pressure group typology or to bodies such as NSMs. Parallels and connections are identified together with well developed comparisons, particularly with the ‘old’ politics. There is a clear and full or good evaluation of principal issues, evaluating consequent processes, and related arguments and explanations.</p>	<p><b>Levels 3-4 (2 marks)</b> 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>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 3 (a) (cont'd.)</b>	<p><b>Levels 1-2 (1-2 marks)</b> Candidates display a slight or outline knowledge and understanding of single-issue politics. There may be a limited awareness of the typology in a limited, or very limited, attempt at addressing the requirements of the set question.</p>	<p><b>Levels 1-2 (1 mark)</b> 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 single-issue politics. 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><b>Levels 1-2 (1 mark)</b> 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>



	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 3 (b) 22 marks</b>	<p><b>Level 4 (10-11 marks)</b> Candidates demonstrate a comprehensive understanding and knowledge of pressure group activity noting their changing role and/or influence in the political system. Candidates may refer to different governments' attitudes to pressure groups, the emergence of 'post-materialist' groups as well as the rise of new social movements. There may be reference to the increasing importance of direct action 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 role/influence with references to, for example, parliament, government (EU and local), Whitehall public opinion, media etc, with up to date examples of references to the stimulus material to substantiate and illustrate points made.</p>	<p><b>Level 4 (7 marks)</b> Candidates confidently apply a wide or range of developed or well developed concepts regarding explaining both how and why pressure groups and pressure group activity has changed, using appropriate political vocabulary, to analyse and synthesise political information regarding role, influence, structure, behaviour, membership, influence etc and construct cogent and coherent arguments and explanations based on relevant factors. Candidates provide analyses which display a sophisticated awareness of relevant concepts relating to different groups 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><b>Level 4 (4 marks)</b> 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>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 3 (b) (cont'd.)</b>	<p><b>Level 3 (7-9 marks)</b>                      Candidates demonstrate sound knowledge of pressure group change and may refer to the differences in politics concerning the nature of interest, changing government responses, changing behaviours, and changing structures producing answers with a clear attempt at addressing the requirements of the question and demonstrate sound contextual awareness regarding the political aspect 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><b>Level 3 (5-6 marks)</b>                      Candidates use a limited range of concepts to consider the nature and reasons for changes in pressure group politics. Basic information is utilised when they begin to construct arguments and explanations regarding role and/or influence, structures, memberships, direct action etc. Candidates offer limited analysis which shows some awareness of possible changes. 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><b>Level 3 (3 marks)</b>                      Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 3 (b) (cont'd.)</b>	<p><b>Level 2 (4-6 marks)</b> Candidates demonstrate an outline knowledge of changing pressure groups politics and may or may not address more than two or three dimensions in their explanation, but either way 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.</p>	<p><b>Level 2 (3-4 marks)</b> Candidates use a limited range of concepts to consider the nature and reasons for changing pressure group politics, 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 two or three aspects of change.</p>	<p><b>Level 2 (2 marks)</b> 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><b>Level 1 (1-3 marks)</b> Candidates demonstrate slight and incomplete knowledge of changing pressure group, politics 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><b>Level 1 (1-2 marks)</b> Candidates use a very limited range of concepts to consider the changing politics of pressure groups in the political system, 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 change.</p>	<p><b>Level 1 (1 mark)</b> Answers will rely upon narrative which is not fully coherent. Conclusions will frequently not be adequately related to the preceding discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 4 (a)</b> <b>8 marks</b>	<p><b>Levels 3-4 (3-4 marks)</b> Candidates will display thorough knowledge and understanding of the political concept insider groups. In appropriate detail, candidates will show they appreciate the differences between insider and other forms of pressure groups. Examples to support points made. Full awareness of current political developments.</p>	<p><b>Levels 3-4 (2 marks)</b> Candidates confidently apply a range or a wide range of well developed concepts using political vocabulary to explain insider groups. 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 pressure groups. 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><b>Levels 3-4 (2 marks)</b> 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>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 4 (a) (cont'd.)</b>	<p><b>Levels 1-2 (1-2 marks)</b>                      Candidates display a slight or outline knowledge and understanding of the political concept insider groups. There may be a limited awareness of current developments and controversies within a limited, or very limited, attempt at addressing the requirements of the set question. Limited explanation or interpretation offered with examples which may be inaccurately or inappropriately used.</p>	<p><b>Levels 1-2 (1 mark)</b>                      Candidates use a limited range of concepts to explain the term insider groups, 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 or contrasts with other forms of pressure group. There is a simple attempt to evaluate arguments and explanations for the term. Evaluations or explanations for differences with other forms may be superficial and naïve.</p>	<p><b>Levels 1-2 (1 mark)</b>                      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>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<p><b>Question 4 (b)</b> <b>22 marks</b></p>	<p><b>Level 4 (10-11 marks)</b> Candidates demonstrate a comprehensive understanding and knowledge of the relevant typology and associated resources, distinguishing between outside and other types of pressure group groups in the evaluation regarding resources necessary for influencing policy. They may refer to the difficulties in reaching clear cut definitions and provide examples of other important resources, depending on the example in question, 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><b>Level 4 (7 marks)</b> Candidates confidently apply a wide or range of developed or well developed concepts regarding explaining the resource issue and are likely to refer to the differences and ambiguities of the typology under discussion using appropriate political vocabulary, to analyse and synthesise political information and construct cogent and coherent arguments and explanations. They may question outsider group strategy in a manner which challenges the thrust of the set question, offering other political goals. Candidates provide analyses which display a sophisticated awareness of the relative importance of some or many additional resources or strategies 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><b>Level 4 (4 marks)</b> 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>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 4 (b) (cont'd.)</b>	<p><b>Level 3 (7-9 marks)</b>                      Candidates demonstrate sound knowledge of pressure group resources and are likely to report on the differences between insider and outsider groups, producing answers with a clear attempt at addressing the requirements of the question and demonstrate 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><b>Level 3 (5-6 marks)</b>                      Candidates use a sound range of concepts to consider the possible differences between outsider and other pressure group resources, strategies, political goals etc. Basic information is utilised when they begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of possible resources etc differences. There is a recognition of basic contrasts but little on parallels and connections together with limited comparisons. Where other resources are discussed, there may be a comparison with the resource of public support and indirect influence on policy-making. 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><b>Level 3 (3 marks)</b>                      Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 4 (b) (cont'd.)</b>	<p><b>Level 2 (4-6 marks)</b>                      Candidates demonstrate an outline knowledge of pressure group resources and make vague reference to the differences between outsider and other groups 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 differences and may present the relevant workings/examples regarding the typology and policy-making in a simplified form.</p>	<p><b>Level 2 (3-4 marks)</b>                      Candidates use a limited range of concepts to consider the relative importance of outsider pressure group resources, 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. The goals of outsider groups may be considered in a basic manner.</p>	<p><b>Level 2 (2 marks)</b>                      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>



	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 4 (b) (cont'd.)</b>	<p><b>Level 1 (1-3 marks)</b> Candidates demonstrate slight and incomplete knowledge of pressure group resources generally and any references to the differences between outsider and other groups 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><b>Levels 1 (1-2 marks)</b> Candidates use a very limited range of concepts to consider outsider group resources in relation to the policy process, 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 as opposed to at least one other or to alternative strategies etc.</p>	<p><b>Level 1 (1 mark)</b> Answers will rely upon narrative which is not fully coherent. Conclusions will frequently not be adequately related to the preceding discussion.</p>