



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2003

GCE

Government and Politics

Unit GOV2

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Unit 8: Government and 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
Section A	Power		
Question A1 40 marks	In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able bring to the discussion. Hence, any specification of knowledge requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.	As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view, it is important that material included is linked logically within the framework of a relevant essay. Answers will be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the appropriateness of the examples and the internal logic of the discussion.	
	Level 4 (13-16 marks) Candidates demonstrate a comprehensive knowledge of the nature of political power and the forms it may take. They will also understand the idea that power corrupts. They may comment on the Ancient Greek notion of the three corrupt forms of the state: monarchy to tyranny, aristocracy to oligarchy, democracy to mob rule. They will offer a definition of corruption and various degrees of corruption.	Level 4 (13-16 marks) Candidates recognise that the essence of the question is fundamental to the wielding of state power and is tied in with the idea that power tends to corrupt. They confidently apply a wide range of fully developed concepts and theories to analyse and synthesise information relating to political power, corruption and the role of constitutions. They offer clear and unambiguous definitions of these concepts. They analyse	Level 4 (7-8 marks) Candidates use correct English grammar with excellent style. They communicate arguments, explanations and conclusions with clarity using detailed and sophisticated political vocabulary. They produce answers with a clear sense of direction and strong structure, culminating in a conclusion that flows from the discussion.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A1 (cont)	<p>Level 4 (cont) They will show that they understand the concept of a constitution and the nature of constitutional government. They will demonstrate detailed knowledge and understanding of the various ways in which rulers and governments may act corruptly such as bribery, nepotism, cronyism, appointment to quangos and other public bodies, acceptance of bribes and ‘sweeteners’, dispensation of honours in return for favours, acceptance of donations to party funds, electoral malpractice.</p> <p>They will offer as illustration a wide variety of examples of corrupt, or questionable behaviour, from politicians such as cash for questions, local government corruption such as Westminster (houses for votes) or ‘Donnygate’, the Bernie Ecclestone affair, Clinton and Monica Lewisnsky, Watergate, Irangate, President Bush’s election and his relationship with private sector backers. They may (but this is not a necessary condition) bring in examples from a wide range of polities.</p> <p>They will also have detailed knowledge and understanding of the role of constitutions in placing limits on the holders of state power (i.e. government and ministers) such as the separation of powers, checks and balances, bills of rights, limited terms</p>	<p>Level 4 (cont) the ways in which various constitutional instruments, rules and conventions operate to limit the actions of governments and ministers. They introduce and explain related concepts such as unconstitutional government, constitutional entrenchment, the separation of powers, judicial review, the rule of law, and parliamentary sovereignty. They examine the relative merits of written and unwritten constitutions. They will discuss whether constitutions in themselves are a sufficient safeguard against the misuse of power. They will note that some can be no more than ‘paper constitutions’. They also look at sources of power beyond the institutions of government including bureaucracies, private corporations, the media and note the pressure they place on governments. Throughout they construct cogent and coherent arguments and explanations. Candidates provide analyses that display a sophisticated awareness of differing viewpoints on the nature of political corruption and a clear recognition of associated issues. Parallels, causal links and connections are identified, together with well-developed comparisons. There is a clear and full evaluation of different types of constitutions and their relative merits in promoting constitutional government. Candidates select a wide range of relevant examples such as those given in AO1 from their</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A1 (cont)	<p>Level 4 (cont) of office, electoral laws, codes of conduct, assemblies as scrutinising bodies, auditing systems, ombudsmen, the parliamentary Commissioner for Standards. They will produce answers that fully address the requirements of the question and demonstrate excellent contextual awareness. They produce answers that include detailed and comprehensive interpretations or explanations and provide accurate evidence and up-to-date examples and theories drawn from a wide variety of sources from the entire range of the specification to substantiate and illustrate points made.</p>	<p>Level 4 (cont) studies of politics and government. They will draw material from the full range of the specification. They demonstrate an impressive ability to draw parallels and make comparisons across the whole range of the specification studied and to use these in constructing arguments and discussions that cover the subject in the broadest sense.</p>	
	<p>Level 3 (9–12 marks) Candidates demonstrate a comprehensive knowledge of the nature of political power and the forms it may take. They will also understand the idea that power corrupts. They may comment on the Greek notion of the three corrupt form of the state: monarchy to tyranny, aristocracy to oligarchy, democracy to mob rule. They will offer a definition of corruption and various degrees of corruption. They will show that they understand the concept of a constitution and the nature of</p>	<p>Level 3 (9–12 marks) Candidates recognise that the essence of the question is fundamental to the wielding of state power and is tied in with the idea that power tends to corrupt. They apply a satisfactory range of developed concepts and theories to analyse and synthesise information relating to political power, corruption and the role of constitutions. They offer reasonably clear, but perhaps sometimes slightly unambiguous definitions of these concepts. They address the ways in which various constitutional instruments, rules and conventions operate to limit</p>	<p>Level 3 (5–6 marks) Candidates use correct English grammar with good style. They communicate explanations and conclusions well within a structured argument and produce answers with a conclusion clearly linked to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A1 (cont)	<p>Level 3 (cont) constitutional government. They will demonstrate detailed knowledge and understanding of the various ways in which rulers and governments may act corruptly such as bribery, nepotism, cronyism, appointment to quangos and other public bodies, acceptance of bribes and ‘sweeteners’, dispensation of honours in return for favours, acceptance of donations to party funds, electoral malpractice.</p> <p>They will offer as illustration a wide variety of examples of corrupt, or questionable behaviour, from politicians such as cash for questions, local government corruption such as Westminster (houses for votes) or ‘Donnygate’, the Bernie Ecclestone affair, Clinton and Monica Lewinskys, Watergate, Irangate, President Bush’s election and his relationship with private sector backers. They may (but this is not a necessary condition) bring in examples from a wide range of polities.</p> <p>They will also have some knowledge and understanding of the role of constitutions in placing limits on the holders of state power (i.e. government and ministers) such as the separation of powers, checks and balances, bills of rights, limited terms of office, electoral laws, codes of conduct, assemblies as scrutinising bodies, auditing systems,</p>	<p>Level 3 (cont) the actions of governments and ministers. They introduce and explain a reasonable range of related concepts such as unconstitutional government, constitutional entrenchment, the separation of powers, judicial review, the rule of law, and parliamentary sovereignty. They examine the relative merits of written and unwritten constitutions. They may discuss whether constitutions in themselves are a sufficient safeguard against the misuse of power. They will note that some can be no more than ‘paper constitutions’. They will pay some attention to some of the sources of power beyond the institutions of government including bureaucracies, private corporations, the media and note the pressure they place on governments. Throughout they construct satisfactory arguments and explanations. Candidates provide analyses that display a good awareness of differing viewpoints on the nature of political corruption and a satisfactory recognition of associated issues. Some parallels, causal links and connections are identified, together with comparisons but these are not fully developed. There is some evaluation of different types of constitutions and their relative merits in promoting constitutional government. Candidates select a limited range of relevant examples such as those given in AO1 from their studies of politics and government. They will draw</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A1 (cont)	<p>Level 3 (cont) ombudsmen, the parliamentary Commissioner for Standards. They will produce answers showing a clear attempt at addressing the requirements of the question and demonstrating sound contextual awareness. They produce answers that include developed and effective interpretations or explanations and provide clear evidence backed up by good examples drawn from a wide range within the specification to illustrate points made.</p>	<p>Level 3 (cont) material from much of the specification. They will draw material from much of the specification. They demonstrate an ability to draw parallels and make comparisons and to use these in constructing arguments and discussions that cover the subject fairly widely.</p>	
	<p>Level 2 (5–8 marks) Candidates demonstrate an outline knowledge of the nature of political power and the forms it may take. They will not fully understand the idea that power corrupts. They will offer a limited definition of corruption and say little if anything on various degrees of corruption. They will show weak understanding of the concept of a constitution and the nature of constitutional government. They will demonstrate only limited knowledge and understanding of the various ways in which rulers and governments may act corruptly such as bribery, nepotism, cronyism, appointment to quangos and other public bodies, acceptance of bribes and ‘sweeteners’, dispensation of</p>	<p>Level 2 (5–8 marks) Candidates use a limited range of concepts and theories to consider information on political power and corruption. They do not fully recognise that the essence of the question is fundamental to the wielding of state power and is tied in with the idea that power tends to corrupt. They apply a limited range of concepts and few, if any, theories to analyse and synthesise information relating to political power, corruption and the role of constitutions. They offer unambiguous definitions of these concepts. They do not fully address the ways in which various constitutional instruments, rules and conventions operate to limit the actions of governments and ministers. They do not go into related</p>	<p>Level 2 (3–4 marks) Candidates use reasonable English grammar, not necessarily with sound style. They communicate answers and conclusions fairly adequately with straightforward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Answers are only loosely structured.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A1 (cont)	<p>Level 2 (cont) honours in return for favours, acceptance of donations to party funds, electoral malpractice. They will demonstrate knowledge and understanding of a only a limited number of examples of corrupt, or questionable behaviour. They will not bring in examples from a wide range of polities. They will have only scant knowledge of the role of constitutions in placing limits on the holders of state power (i.e. governments and ministers). They will note only the most well-known ones such as the separation of powers. They may demonstrate contextual awareness covering part of the question. They produce answers that include a partial but reasonably effective attempt at interpretations or explanations, with some not very detailed examples drawn from a more narrow range of the specification to illustrate points.</p>	<p>Level 2 (cont) concepts such as unconstitutional government, constitutional entrenchment, the separation of powers, judicial review, the rule of law, and parliamentary sovereignty. They examine the relative merits of written and unwritten constitutions, but without sophistication. They will not discuss whether constitutions in themselves are a sufficient safeguard against the misuse of power. They will pay limited, or no, attention to sources of power beyond the institutions of government. Throughout they construct questionable arguments and explanations. Candidates provide limited analyses of differing viewpoints on the nature of power and political corruption and little on associated issues. Few parallels, causal links and connections are identified and few comparisons are developed. There is no evaluation of different types of constitutions and their relative merits in promoting constitutional government. Candidates select a small range relevant examples and draw material from only a small part of the specification.</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A1 (cont)	<p>Level 1 (1–4 marks) Candidates demonstrate a slight and incomplete knowledge of power and limited awareness of the issue in question. They make a very limited attempt to address the requirements of the question. They will display only superficial awareness of the content of the question, with little interpretation and few examples, often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1–4 marks) Discussions will not be adequately supported by the use of concepts and theories relating to political power and constitutional safeguards. Candidates select very few, or no, examples to illustrate their arguments. Arguments and explanations will not be fully constructed. Analyses will not show awareness of differing viewpoints and very few parallels and connections will be used to establish comparisons. Evaluations of political institutions, processes, arguments or explanations will be superficial or naive.</p>	<p>Level 1 (1–2 marks) Candidates use poor English grammar with little style. Answers will rely on narrative that is not fully coherent. Conclusions will frequently not be adequately related to the preceding discussion</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A2 40 marks	In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.	As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view, it is important that material included is linked logically within the framework of a relevant essay. Answers will be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.	
	Level 4 (13–16 marks) Candidates will demonstrate detailed and accurate knowledge of the concept of a political elite as consisting of those monopolising positions of authority at the head of the leading institutions of the state. They will fully understand subtle distinctions between the concepts of a state elite and power elite. They will have advanced knowledge and understanding of the backgrounds of state actors in key institutions such as MPs, cabinet ministers,	Level 4 (13–16 marks) In their analysis candidates will clearly recognise that the essential question is asking about how the distribution of political power in Britain (and perhaps the USA) has evolved up to the 21st century. They will also fully recognise and confidently analyse patterns of elite power behind the formal institutional facade of government. Their analysis will skilfully examine the proposition that certain social groups having similarity in social	Level 4 (7–8 marks) Candidates use correct English grammar with excellent style. They communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction and strong structure, culminating in a conclusion that flows from the discussion.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
<p>Question A2 (cont)</p>	<p>Level 4 (cont) senior civil servants, judges, heads of nationalised industries, local government, quangos. They may extend this comparatively with knowledge of US presidents, secretaries of state, Congressmen, Supreme Court judges, federal and state officials. They will also demonstrate detailed knowledge and understanding of patterns of power and elitism at levels other than the nation state including local, provincial and regional government. They will show comprehensive knowledge and understanding of patterns of recruitment into many of these institutions. They will also have detailed knowledge and understanding of non-state actors who may also comprise the power elite such as businessmen, the Oxbridge (and ivy league) universities, the military, the media, the church, the aristocracy, the House of Lords, the trade unions and a wide range of pressure groups and interests. They will show sophisticated knowledge and understanding of ideology and its relationship with the pattern of power. They will demonstrate detailed and accurate knowledge and understanding of relevant theoretical perspectives such as elitism, pluralism, neo-pluralism, Marxism, neo-Marxism. They will also show advanced</p>	<p>Level 4 (cont) background and experience are able to monopolise positions of authority over a sustained period. They will avoid commitment to any particular view on this but will weigh up various arguments and come to a considered conclusion. They will bring to bear sophisticated theoretical analysis such as elitism, pluralism, neo-pluralism, Marxism, neo-Marxism. They may critically analyse the classical Marxian view of the ‘ruling class’ as a highly exclusive power elite able to dominate governments and the state machinery. They will also clearly recognise the revisionist versions of this theory from neo-Marxists. They will carefully analyse the role of education and consider the impact of the public schools and the Oxbridge (and perhaps the ivy league) universities in perpetuating elite structures. Beyond this they will marshal clear evidence of the influence of social background in recruitment into the state elite. They will also bring sophisticated analysis of the role of institutions which may be considered outside the elite such as the trade unions and the Labour Party, and consider whether they have succeeded in introducing people from a wider social background into the state apparatus. They may well bring critical evaluation to the phrase in the extract saying that ‘New Labour can <i>govern</i>, but it cannot <i>rule</i>’.</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A2 (cont)	<p>Level 4 (cont) theoretical understanding of those aspects of political culture that impinge upon the question of elitism such as patriarchy, sexism and racism. Their knowledge and understanding will encompass a sufficient time period to enable them to analyse patterns of change in the distribution of power within society. They will show perceptive and critical understanding of the centrality of the claims that Britain has become a ‘classless’ and more meritocratic society. They may also demonstrate comprehensive knowledge of ‘classlessness’ and meritocracy in the USA. They will produce a comprehensive range of examples to illustrate their arguments such as recruitment to institutions such as the civil service, the army, the professions. They will also have detailed knowledge and firm understanding the background of various political actors, the relationship of political actors to leaders in other sectors of the economy and society (Church, Medicine, academia, business etc.) Candidates produce answers that demonstrate knowledge of theories, along with detailed and comprehensive interpretations or explanations, and provide accurate evidence drawn from throughout the entire specification and up-to-date knowledge to substantiate and illustrate points made.</p>	<p>Level 4 (cont) They will analyse the factor of development over time, noting the claims of recent governments (Wilson, Thatcher, Blair) had become a ‘classless’ and more meritocratic society. They will be able to convincingly support their arguments with a full range of examples such as those outlined in AO1 drawn from the entire specification. They will produce answers that fully address the requirements of the question and demonstrate excellent contextual awareness and balance. They will construct cogent and coherent arguments and explanations. Candidates provide analyses that display a sophisticated awareness of differing viewpoints and a clear recognition of issues. Parallels, causal relationships 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 demonstrate an impressive ability to draw parallels and make comparisons across the whole range of parts of the specifications studied and to use these in constructing arguments and discussions that cover the subject in the broadest sense.</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A2 (cont)	<p>Level 3 (9–12 marks) Candidates will demonstrate accurate knowledge of the concept of a political elite as consisting of those monopolising positions of authority at the head of the leading institutions of the state. They will show some understanding of the distinctions between the concepts of a state elite and power elite. They will have sound knowledge and understanding of the backgrounds of state actors in key institutions such as MPs, cabinet ministers, senior civil servants, judges, heads of nationalised industries, local government, quangos. They may extend this comparatively with outline knowledge of US presidents, secretaries of state, Congressmen, Supreme Court judges, federal and state officials. They will also demonstrate knowledge and understanding of patterns of power and elitism at levels other than the nation state including local, provincial and regional government. They will show some sound knowledge and understanding of patterns of recruitment into many of these institutions. They will also have knowledge and understanding of non-state actors who may also comprise the power elite</p>	<p>Level 3 (9–12 marks) Candidates apply a range of developed concepts and theories, using political vocabulary to analyse and synthesise political information relating to In their analysis candidates will show some recognition that the essential question is asking about how the distribution of political power in Britain (and perhaps the USA) has evolved up to the 21st century. They will also recognise and analyse patterns of elite power behind the formal institutional facade of government. Their analysis will examine the proposition that certain social groups having similarity in social background and experience are able to monopolise positions of authority over a sustained period. They will try to avoid commitment to any particular view on this but may not be completely successful. They will bring to bear some degree of theoretical analysis such as elitism, pluralism, neo-pluralism, Marxism, neo-Marxism. They may not analyse the classical Marxian view of the ‘ruling class’ as a highly exclusive power elite able to dominate governments and the state machinery. They will not recognise the moderated versions of this theory from neo-Marxists. They will briefly analyse the role of education and consider the impact of the public schools and the Oxbridge (and perhaps</p>	<p>Level 3 (5–6 marks) Candidates use correct English grammar with good style. Candidates communicate explanations and conclusions well within a structured argument and produce answers with conclusions clearly linked to the preceding discussions.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A2 (cont)	<p>Level 3 (cont) such as businessmen, the Oxbridge (and ivy league) universities, the military, the media, the church, the aristocracy, the House of Lords, the trade unions and a wide range of pressure groups and interests. They will have some basic and sound knowledge and understanding of ideology and its relationship with the pattern of power. They will demonstrate accurate, but not detailed, knowledge and understanding of relevant theoretical perspectives such as elitism, pluralism, neo-pluralism, Marxism, neo-Marxism. They will also show some basic theoretical understanding of those aspects of political culture that impinge upon the question of elitism such as patriarchy, sexism and racism. Their knowledge and understanding will encompass a sufficient time period to enable them to analyse patterns of change in the distribution of power within society. They will show sound understanding of the centrality of the claims that Britain has become a ‘classless’ and more meritocratic society. They may also demonstrate knowledge of ‘classlessness’ and meritocracy in the USA. They will produce a</p>	<p>Level 3 (cont) the ivy league) universities in perpetuating elite structures. Beyond this they may briefly consider evidence of the influence of social background in recruitment into the state elite. They will also bring sound analysis of the role of institutions which may be considered outside the elite such as the trade unions and the Labour Party, and consider whether they have succeeded in introducing people from a wider social background into the state apparatus. They may bring some evaluation to the phrase in the extract saying that ‘New Labour can <i>govern</i>, but it cannot <i>rule</i>’. They will analyse the factor of development over time, noting the claims of recent governments (Wilson, Thatcher, Blair) had become a ‘classless’ and more meritocratic society. They will be able to support their arguments with a reasonable range of examples such as those outlined in AO1 drawn from the entire specification. They will produce answers that reliably address the requirements of the question and demonstrate excellent contextual awareness and balance. They will construct clear arguments and explanations. Candidates provide analyses that display an awareness of differing viewpoints and a clear recognition of issues. There is</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A2 (cont)	<p>Level 3 (cont) reasonable range of examples to illustrate their arguments such as recruitment to institutions such as the civil service, the army, the professions. They will also discuss the background of various political actors, the relationship of political actors to leaders in other sectors of the economy and society (Church, Medicine, academia, business etc.) Candidates produce answers that demonstrate adequate knowledge of theories of bureaucracy, along with sound but not detailed interpretations or explanations, and provide accurate evidence drawn from throughout much of the specification and up-to-date knowledge to substantiate and illustrate points made They produce answers that include developed and effective interpretations or explanations and provide clear evidence drawn from a good range within the specification backed up by good examples to illustrate points made.</p>	<p>Level 3 (cont) a clear recognition of parallels and connections, together with some comparisons. There is sound evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates demonstrate an ability to draw parallels and make comparisons across broad areas of the parts of the specification studied, and to use these in constructing arguments and discussions that relate to the generic concepts of the subject as a whole.</p>	
	<p>Level 2 (5–8 marks) Candidates demonstrate an outline knowledge of power and political elites, producing answers with a limited attempt to address the requirements of the question. They may demonstrate contextual awareness covering part of the question. They demonstrate some</p>	<p>Level 2 (5–8 marks) Candidates use a limited range of concepts and theories to consider political information relating to political power. In their analysis they will show only limited recognition that the essential question is asking about how the distribution of political power in Britain (and perhaps the USA) has evolved</p>	<p>Level 2 (3–4 marks) Candidates use adequate English grammar with reasonable style. They communicate answers and conclusions adequately with straightforward narrative and/or explanation. A conclusion may be offered but its relationship to the</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A2 (cont)	<p>Level 2 (cont) limited knowledge and understanding of the concept of a political elite as consisting of those monopolising positions of authority at the head of the leading institutions of the state. They will show not understanding of the distinctions between the concepts of a state elite and power elite. They will have limited knowledge and understanding of the backgrounds of state actors in key institutions such as MPs, cabinet ministers, senior civil servants, judges, heads of nationalised industries, local government, quangos. They will not extend this comparatively. They will also demonstrate little knowledge and understanding of patterns of power and elitism at levels other than the nation state including local, provincial and regional government. They will show no reliable knowledge and understanding of patterns of recruitment into many of these institutions. They will also show little knowledge and understanding of non-state actors who may also comprise the power elite such as businessmen, the Oxbridge (and ivy league) universities, the military, the media, the church, the aristocracy, the House of Lords, the trade unions and a wide range of pressure groups and interests. They have little or no</p>	<p>Level 2 (cont) up to the 21st century. They will not also recognise and analyse patterns of elite power behind the formal institutional facade of government. Their analysis will not fully examine the proposition that certain social groups having similarity in social background and experience are able to monopolise positions of authority over a sustained period. They will show some unnecessary commitment to a particular view. They will not bring to bear much theoretical analysis such as elitism, pluralism, neo-pluralism, Marxism, neo-Marxism. They will not analyse the classical Marxian view of the ‘ruling class’ as a highly exclusive power elite able to dominate governments and the state machinery and will not recognise the moderated versions of this theory from neo-Marxists. They will only briefly analyse the role of education and consider the impact of the public schools and the Oxbridge. They will not consider the ivy league universities. There will be little consideration of the influence of social background in recruitment into the state elite. They will bring limited analysis of the role of institutions outside the elite such as the trade unions and the Labour Party, and will touch only briefly on whether they have succeeded in introducing people</p>	<p>Level 2 (cont) preceding discussion may be modest or implicit. Answers are likely to be loosely structured.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A2 (cont)	<p>Level 2 (cont) understanding of ideology and its relationship with the pattern of power. They will demonstrate only inaccurate knowledge and understanding of relevant theoretical perspectives such as elitism, pluralism, neo-pluralism, Marxism, neo-Marxism. They will also little, if any, theoretical understanding of those aspects of political culture that impinge upon the question of elitism such as patriarchy, sexism and racism. There will be little knowledge and understanding of patterns of change in the distribution of power within society. Candidates will show little understanding of the claims that Britain has become a ‘classless’ and more meritocratic society. They will have little or no knowledge of ‘classlessness’ and meritocracy in the USA. They will produce a narrow range of examples to illustrate their arguments. They will also say little on the background of various political actors and the relationship of political actors to leaders in other sectors of the economy and society (Church, Medicine, academia, business etc.) Candidates produce answers that include a partial but reasonably effective attempt at interpretations or explanations, with some not very detailed examples to illustrate points.</p>	<p>Level 2 (cont) from a wider social background into the state apparatus. They will not make much of the phrase in the extract saying that ‘New Labour can <i>govern</i>, but it cannot <i>rule</i>’. They will not fully analyse the factor of development over time, and will not make much of the claims of recent governments (Wilson, Thatcher, Blair) had become a ‘classless’ and more meritocratic society. They will introduce only a few examples of important cases drawn from the specification. They may identify some trends in modern society. They will be not be able to fully support their arguments with examples such as those outlined in AO1, and these will be drawn from a limited part of the specification. They will begin to construct arguments and explanations but will not take them far. Candidates offer limited analyses that show only limited awareness of differing viewpoints. There is only limited a recognition of parallels, causal relationships and connections, together with limited comparisons. There is a simplistic attempt to evaluate. Candidates demonstrate some ability to draw parallels and make comparisons from a limited range of the specification. These may be used in a general way in constructing arguments.</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A2 (cont)	<p>Level 1 (1–4 marks) Candidates demonstrate a slight and incomplete understanding and knowledge of power and elitism. There is only superficial awareness of the content of the question, with little interpretation and few examples, which are often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1–4 marks) Discussions will not be adequately supported by the use of concepts and theories relating to the central issues. Arguments and explanations will not be fully constructed or developed. Analyses will not show awareness of differing viewpoints and very few parallels, causal relationships and connections will be highlighted. There will be little, if any, attempt at comparisons. Evaluations of arguments will be superficial or naive.</p>	<p>Level 1 (1–2 marks) Candidates use poor English grammar with little style. Answers will rely on narrative that is not fully coherent. Conclusions will frequently not be adequately related to the preceding discussion</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Section B	Participation and Representation		
Question B1 40 Marks	In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able bring to the discussion. Hence, any specification of knowledge and understanding requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.	As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view, it is important that material included is linked logically within the framework of a relevant essay. Answers will be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.	
	Level 4 (13–16 marks) Candidates demonstrate a comprehensive knowledge and understanding of the concepts the modern political system and citizen participation. They also demonstrate comprehensive knowledge and understanding of related concepts such as representative democracy and more direct forms of participation in politics. They will display sophisticated knowledge and understanding of voting as a basic form of participation. They will fully understand theories of representation and	Level 4 (13–16 marks) Candidates confidently apply a wide range of fully developed concepts and theories relating to forms of representation and participation, using detailed political vocabulary, to analyse and synthesise political information. They will critically analyse the proposition that modern political systems offer few opportunities for genuine participation by citizens. They will critically consider the key features of modern political systems. They will analyse voting systems and the diverse roles of elected representatives	Level 4 (7–8 marks) Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction and strong structure, culminating in a conclusion that flows from the discussion.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
<p>Question B1 (cont)</p>	<p>Level 4 (cont) will have keen awareness of the weaknesses in modern representative government. This will entail advanced understanding and knowledge of the limitations and failings of electoral systems. They will have knowledge and understanding the various roles of elected representatives including ministers, Members of Parliament (and perhaps Congress), local councillors, members of the new provincial parliaments, MEPs and US Congressmen. They will show deep and accurate knowledge and understanding of theoretical perspectives on representation such as the mandate and the Burkean view. They will also have detailed and developed knowledge and understanding to factors limiting the scope of elected representatives such as party discipline, career ambitions, patronage, dual careers, sexism and racism. They will show sophisticated knowledge and understanding of the newer forms of citizen involvement such as opinion polls, focus groups and citizens' panels used by modern governments. Candidates will demonstrate advanced and sophisticated knowledge and understanding of other forms of participation including those beyond the formal institutions of government including the recall, referendums, demonstrations, interest</p>	<p>Level 4 (cont) such as local councillors, Members of Parliament, members of the new provincial parliaments, MEPs and US Congressmen. They will apply theories of representation and discuss whether MPs do, or should, represent the views of their constituents. They may introduce a discussion on referendums or the defects in the electoral system. They will explain with confidence, and with convincing evidence, the extent to which elected representatives (MPs, MSPs MEPs, Parliament, local councillors etc. and perhaps the US Congress) can, and do, challenge government. They will critically assess the effectiveness of these today. They will consider in depth the power of the modern executive to ignore the assembly and support this with examples (e.g. party discipline, packing select committees etc.). They may introduce in a sophisticated manner the issue of Parliamentary reform. They will critically consider new government-created forms of participation such as opinion polls, focus groups and citizens' panels used by modern governments and ask questions such as, can these give policy makers a better idea of what the people want than do the views of their elected representatives. They will subject these to advanced critical analysis, noting the limitations of such forms. They will analyse at a</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B1 (cont)	<p>Level 4 (cont) groups, insider negotiations, strikes, petitions, violence etc. They will have advanced knowledge and understanding of theories that can be applied to these forms of participation such as pluralism, neo-pluralism, hyper-pluralism, overload, elitism, neo-elitism, Marxism, Neo-Marxism etc. They will have a their disposal a comprehensive range of examples draw from their studies of politics and government and encompassing the full extent of the relevant parts of the specification. These will include examples of participation and representation and the limitations of these, such as party discipline, patronage, voting systems, electoral pathology, voting behaviour, party discipline, patronage, nepotism, insider negotiations, demonstrations, violence etc. They will produce answers that fully address the requirements of the question and demonstrate excellent contextual awareness. They produce answers that include detailed and comprehensive interpretations or explanations and provide accurate evidence and up-to-date examples to substantiate and illustrate points made.</p>	<p>Level 4 (cont) sophisticated level various forms of participation to be found outside the formal constitutional machinery such as demonstrations, interest groups, insider negotiations, strikes, petitions, violence etc. In this analysis they confidently apply theories such as pluralism, neo-pluralism, hyper-pluralism, overload, elitism, neo-elitism, Marxism, Neo-Marxism etc. They will creatively bring in a wide and illuminating range of examples such as those indicated in AO1. Candidates' conclusions will be clearly indicated and will offer a convincing and sophisticated assessment of the extent to which the various form of participation effectively transmit the views of citizens to government and/or translate into policy. Throughout they will make a skilful choice of empirical examples to back up their arguments. Candidates will construct cogent and coherent arguments and explanations. Candidates provide analyses that 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 demonstrate an impressive ability to draw parallels and make comparisons across the</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B1 (cont)		Level 4 (cont) whole range of parts of the specifications studied and to use these in constructing arguments and discussions that cover the subject in the broadest sense.	
	Level 3 (9–12 marks) Candidates demonstrate a sound knowledge and understanding of the concepts the modern political system and citizen participation. They also demonstrate sound knowledge and understanding of related concepts such as representative democracy and more direct forms of participation in politics. They will display reliable knowledge and understanding of voting as a basic form of participation. They will understand theories of representation and will have some awareness of the weaknesses in modern representative government. This will entail some understanding and knowledge of the limitations and failings of electoral systems. They will have good knowledge and understanding the various roles of elected representatives including ministers, Members of Parliament (and perhaps Congress), local councillors, members of the new provincial parliaments, MEPs and US Congressmen. They will show some reasonably accurate knowledge and understanding of theoretical perspectives on representation such as the mandate and the Burkean view. They will also	Level 3 (9–12 marks) Candidates apply a range of reasonably well developed concepts and theories relating to forms of representation and participation, using sound political vocabulary, to analyse and synthesise political information. They will critically analyse the proposition that modern political systems offer few opportunities for genuine participation by citizens. They will consider the key features of modern political systems. They will analyse voting systems and the diverse roles of elected representatives such as local councillors, Members of Parliament, members of the new provincial parliaments, MEPs and US Congressmen. They will apply theories of representation and discuss whether assembly members do, or should, represent the views of their constituents. They may introduce a discussion on referendums or the defects in the electoral system. They will explain with some evidence, the extent to which elected representatives (MPs, local councillors, MSPs MEPs, Parliament etc. and perhaps the US Congress) can, and do, challenge government. They will assess the effectiveness of these today. They will consider	Level 3 (5-6 marks) Candidates communicate explanations and conclusions well within a structured argument and produce answers with a conclusion clearly linked to the preceding discussion.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B1 (cont)	<p>Level 3 (cont) have sound knowledge and understanding of factors limiting the scope of elected representatives such as party discipline, career ambitions, patronage, dual careers, sexism and racism. They will show reliable knowledge and understanding of the newer forms of citizen involvement such as opinion polls, focus groups and citizens' panels used by modern governments. Candidates will demonstrate knowledge and understanding of forms of participation including those beyond the formal institutions of government including the recall, referendums, demonstrations, interest groups, insider negotiations, strikes, petitions, violence etc. They will also have knowledge and understanding of some of the theories that can be applied to these forms of participation such as pluralism, neo-pluralism, hyper-pluralism, overload, elitism, neo-elitism, Marxism, Neo-Marxism etc. They will have a reasonable range of examples drawn from their studies of politics and government and encompassing much of the relevant parts of the specification. These will include examples of participation and representation and the limitations of these, such as party discipline, patronage, voting systems, electoral pathology, voting behaviour, party discipline, patronage,</p>	<p>Level 3 (cont) in reasonable depth the power of modern executives to ignore assemblies, and support this with some examples (e.g. party discipline, packing select committees etc.). They may introduce in the issue of Parliamentary reform. They will consider new government-created forms of participation such as opinion polls, focus groups and citizens' panels used by modern governments and ask questions such as, can these give policy makers a better idea of what the people want than do the views of their elected representatives. They will subject these to some critical analysis, noting the limitations of such forms. They will analyse at a reasonable level various forms of participation to be found outside the formal constitutional machinery such as demonstrations, interest groups, insider negotiations, strikes, petitions, violence etc. In this analysis they apply a few theories such as pluralism, neo-pluralism, hyper-pluralism, overload, elitism, neo-elitism, Marxism, Neo-Marxism etc. They will bring in a fairly wide range of examples such as those indicated in AO1. Candidates' conclusions will be clearly indicated and will offer a convincing, though not sophisticated, assessment of the extent to which the various form of participation effectively transmit the views of citizens to government and/or translate into policy.</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B1 (cont)	<p>Level 3 (cont) nepotism, insider negotiations, demonstrations, violence etc. They will produce answers with a clear attempt at addressing the requirements of the question and demonstrating sound contextual awareness. They produce answers that include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.</p>	<p>Level 3 (cont) Throughout they will make a skilful choice of empirical examples to back up their arguments. Candidates apply a range of developed concepts and theories, using political vocabulary to analyse and synthesise and to construct clear arguments and explanations relating to forms of representation and participation. They will consider the proposition that representative democracy does not offer full participation in government. They will soundly explain how MPs and Parliament can offer views to government and will offer some limited criticism of the effectiveness of these today. They will introduce a brief discussion on referendums or the defects in the electoral system. They may briefly consider theories of representation and discuss whether MPs do, or should, represent the views of their constituents. They will consider the power of the modern executive to ignore parliament and support this with examples (e.g. party discipline, packing select committees etc.). They may consider the issue of parliamentary reform. Candidates provide analyses that display an awareness of differing viewpoints and a clear recognition of issues. There is a clear recognition of parallels and connections, together with some comparisons. There is sound evaluation of political institutions, processes,</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B1 (cont)		Level 3 (cont) behaviour, arguments and explanations. Candidates demonstrate an ability to draw parallels and make comparisons across broad areas of the parts of the specification studied, and to use these in constructing arguments and discussions that relate to the generic concepts of the subject as a whole.	
	Level 2 (5–8 marks) Candidates demonstrate only a limited knowledge and understanding of the concepts the modern political system and citizen participation. They say little on related concepts such as representative democracy and more direct forms of participation in politics. They will display limited knowledge and understanding of voting as a basic form of participation. They will have little knowledge of theories of representation. They will show some understanding and knowledge of the limitations and failings of electoral systems. They will have only rudimentary knowledge and understanding the various roles of elected representatives and will not include a full range to include ministers, Members of Parliament (and perhaps Congress), local councillors, members of the new provincial parliaments, MEPs and US Congressmen. They will show inaccurate, or no, knowledge and understanding of theoretical perspectives on	Level 2 (5–8 marks) Candidates apply a limited range of concepts and theories relating to forms of representation and participation, and there are not well developed. They use limited political vocabulary, and the analysis of political information is rudimentary. They will not fully appreciate that the key issue is to analyse the proposition that modern political systems offer few opportunities for genuine participation by citizens. They will consider only a limited number of the key features of modern political systems. They will analyse voting systems but say little, if anything, on the diverse roles of elected representatives such as local councillors, Members of Parliament, members of the new provincial parliaments, MEPs and US Congressmen. They will not examine theories of representation or discuss whether assembly members do, or should, represent the views of their constituents. They will say little on referendums or the defects in the electoral system.	Level 2 (3–4 marks) Candidates communicate answers 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. Answers are likely to be loosely structured.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B1 (cont)	<p>Level 2 (cont) representation such as the mandate and the Burkean view. They will also have some knowledge and understanding of factors limiting the scope of elected representatives such as party discipline, career ambitions, patronage, dual careers, sexism and racism. They will show little knowledge and understanding of the newer forms of citizen involvement such as opinion polls, focus groups and citizens' panels used by modern governments. Candidates will demonstrate some limited knowledge and understanding of some of the other forms of participation including those beyond the formal institutions of government including the recall, referendums, demonstrations, interest groups, insider negotiations, strikes, petitions, violence etc. They will also have some knowledge and understanding of a limited of the theories that can be applied to these forms of participation such as pluralism, neo-pluralism, hyper-pluralism, overload, elitism, neo-elitism, Marxism, Neo-Marxism etc. They will have only a few examples drawn from their studies of politics and government and will not encompass very much of the specification. They produce answers that include a partial but reasonably effective attempt at interpretations or</p>	<p>Level 2 (cont) They will offer only limited explanations of the extent to which elected representatives (MPs, MSPs MEPs, Parliament etc. and perhaps the US Congress) can, and do, challenge government. They will assess the effectiveness of these today unconvincingly. They will not consider the power of modern executives to ignore assemblies. They will fail to consider adequately new government-created forms of participation such as opinion polls, focus groups and citizens' panels used by modern governments. Candidates analysis of various forms of participation to be found outside the formal constitutional machinery such as demonstrations, interest groups, insider negotiations, strikes, petitions, violence etc. Will be inadequate. They will not apply theories such as pluralism, neo-pluralism, hyper-pluralism, overload, elitism, neo-elitism, Marxism, Neo-Marxism etc. They will bring in very few examples from the areas indicated in AO1. Conclusions will be not be clearly indicated and will be unconvincing as assessment of the extent to which the various form of participation effectively transmit the views of citizens to government and/or translate into policy. Candidates begin to construct arguments and explanations,</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B1 (cont)	<p>Level 2 (cont) explanations, with some not very detailed examples to illustrate points.</p>	<p>Level 2 (cont) offering limited analyses that show 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 processes, behaviour, arguments or explanations. Candidates demonstrate some ability to draw parallels and make comparisons from a limited range of those parts of the specification studied. These may be used in a general way in constructing arguments and discussions of the subject as a whole.</p>	
	<p>Level 1 (1–4 marks) Candidates demonstrate a slight and incomplete knowledge of power and elitism. They will not show understanding of theories of representation or participation. There will be a very limited attempt to address the requirements of the question. There will be only superficial awareness of the content of the question, with little interpretation and few examples, often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1–4 marks) Discussions will not be adequately supported by the use of concepts and theories of participation and representation. Arguments and explanations will not be fully constructed. Analyses will not show awareness of differing viewpoints and very few parallels and connections will be used to establish comparisons. Evaluations, arguments or explanations will be superficial or naive.</p>	<p>Level 1 (1–2 marks) Answers will rely on narrative that is not fully coherent. Conclusions will frequently not be adequately related to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B2 40 Marks	In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able bring to the discussion. Hence, any specification of knowledge requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.	As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view, it is important that material included is linked logically within the framework of a relevant essay. Answers will be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.	
	Level 4 (13–16 marks) Candidates demonstrate a comprehensive knowledge and understanding of the concepts of the political party and representative democracy. They will show perceptive knowledge and understanding of the centrality of parties in the modern political system. They demonstrate detailed and accurate knowledge and understanding of the way parties operate at all levels in the system. Hence they will show detailed and sophisticated knowledge and understanding of the parties as recruitment agencies, agents of political education, canvassing machines, trainers	Level 4 (13–16 marks) Candidates confidently apply a wide range of fully developed and relevant concepts and theories, using detailed political vocabulary, to analyse and synthesise information. They will show sophisticated understanding of theories of party politics such as parties as vote maximisers, interest aggregators, policy innovators. They will clearly recognise that the essence of the question concerns the widespread effects of the presence of parties in the political system. They will explain in detail how, in many ways, parties can subvert to operation of representative democracy. However, they will also reason	Level 4 (7–8 marks) Candidates use correct English grammar with excellent style. They communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction and strong structure, culminating in a conclusion that flows from the discussion.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B2 (cont)	<p>Level 4 (cont) of potential politicians, election organisers, organisers of the vote, promoters of ideologies, policy forming organisations, agents of government, agents of opposition. They will also have knowledge of parties as vote maximisers, interest aggregators, fund raisers. They will have advanced knowledge and understanding of the pathologies in party politics such as the use of patronage, corruption, cash for favours, planted questions, machine politics, news management, lies, party in-fighting and rivalry, rash electoral promises, broken manifesto pledges. They will have detailed knowledge and understanding of party discipline in and out of parliament (and any other assemblies including local government, the provincial assemblies, the US Congress). They will have an extensive range of examples from their study of government and politics to illustrate their arguments and will be able to draw from the entire specification.</p>	<p>Level 4 (cont) with clarity and skill that in other ways parties are critically necessary to the efficient conduct of modern representative government. They may use advanced analysis of voting behaviour to consider whether people vote for individuals or parties. They will bring an advanced analysis to the effects of party discipline in undermining the ability of the elected members to represent their constituents. They will analyse patterns of career development and advancement taking place within parties which result in a reduction of independence of action. They will also bring advanced and knowledgeable analysis of the role of independents in an assembly, perhaps subjecting the extract to detailed analysis. They will skilfully and confidently chose examples and cases from a wide range of settings including government at Westminster, local government, provincial assemblies, the US Congress. They will draw material from the entire range of the specification to illustrate the arguments. They produce answers that fully address the requirements of the question and demonstrate excellent contextual awareness. They will construct cogent and coherent arguments and explanations. Candidates provide analyses that display a sophisticated awareness of</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B2 (cont)		<p>Level 4 (cont) differing viewpoints and a clear recognition of issues. Parallels, causal relationships and connections are identified, together with well-developed comparisons. Candidates demonstrate an impressive ability to draw parallels and make comparisons across the whole range of parts of the specifications studied and to use these in constructing arguments and discussions that cover the subject in the broadest sense.</p>	
	<p>Level 3 (9–12 marks) Candidates demonstrate a sound knowledge and understanding of the concepts of the political party and representative democracy. They will show reliable knowledge and understanding of the centrality of parties in the modern political system. They demonstrate accurate knowledge and understanding of the way parties operate at all levels in the system. Hence they will show sound knowledge and understanding of the parties as recruitment agencies, agents of political education, canvassing machines, trainers of potential politicians, election organisers, organisers of the vote, promoters of ideologies, policy forming organisations, agents of government, agents of opposition. They will also have knowledge of parties as vote maximisers, interest aggregators, fund raisers. They will have reliable</p>	<p>Level 3 (9–12 marks) Candidates apply a good range of well developed and relevant concepts and theories, using a reasonably detailed political vocabulary, to analyse and synthesise information. They will show sound understanding of theories of party politics such as parties as vote maximisers, interest aggregators, policy innovators. They will recognise that the essence of the question concerns the widespread effects of the presence of parties in the political system. They will explain how, in many ways, parties can subvert to operation of representative democracy. However, they will also reason that in other ways parties are critically necessary to the efficient conduct of modern representative government. They may analyse voting behaviour to consider whether people vote for individuals or parties.</p>	<p>Level 3 (5–6 marks) Candidates use correct English grammar with good style. Candidates communicate explanations and conclusions well within a structured argument and produce answers with conclusions clearly linked to the preceding discussions.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B2 (cont)	<p>Level 3 (cont) knowledge and understanding of the pathologies in party politics such as the use of patronage, corruption, cash for favours, planted questions, machine politics, news management, lies, party in-fighting and rivalry, rash electoral promises, broken manifesto pledges. They will have knowledge and understanding of party discipline in and out of parliament (and any other assemblies including local government, the provincial assemblies, the US Congress). They will have a reasonably extensive range of examples from their study of government and politics to illustrate their arguments and will be able to draw from a substantial part of the specification. They produce answers that include developed and effective interpretations or explanations and provide clear evidence drawn from a good range within the specification backed up by good examples to illustrate points made.</p>	<p>Level 3 (cont) They will analyse the effects of party discipline in undermining the ability of the elected members to represent their constituents. They will analyse patterns of career development and advancement taking place within parties which result in a reduction of independence of action. They may also analyse the role of independents in an assembly, perhaps subjecting the extract to analysis. They will choose examples and cases from a sound range of settings including government at Westminster, local government, provincial assemblies, the US Congress. They will draw material from a good range of the specification to illustrate the arguments. Candidates produce answers that address the requirements of the question and demonstrate some contextual awareness. They will construct clear arguments and explanations. They provide analyses that display an awareness of differing viewpoints and a clear recognition of issues. There is a clear recognition of parallels and connections, together with some comparisons. There is sound evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates demonstrate an ability to draw parallels and make comparisons across broad areas of the parts of the specification studied, and to use these in constructing arguments and discussions that relate to the generic concepts of the subject as a whole.</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B2 (cont)	<p>Level 2 (5–8 marks) Candidates demonstrate an outline knowledge and understanding of the concepts of the political party and representative democracy. They will show limited knowledge and understanding of the centrality of parties in the modern political system. They show only limited knowledge and understanding of the way parties operate at levels in the system. They will not be fully able to explain the roles of the parties as recruitment agencies, agents of political education, canvassing machines, trainers of potential politicians, election organisers, organisers of the vote, promoters of ideologies, policy forming organisations, agents of government, agents of opposition. They will have limited knowledge of parties as vote maximisers, interest aggregators, fund raisers. They will have some rudimentary knowledge and understanding of the pathologies in party politics such as the use of patronage, corruption, cash for favours, planted questions, machine politics, news management, lies, party in-fighting and rivalry, rash electoral promises, broken manifesto pledges.</p>	<p>Level 2 (5–8 marks) Candidates use a limited range of concepts and theories and a restricted political vocabulary, to analyse and synthesise information. They will show weak understanding of theories of party politics such as parties as vote maximisers, interest aggregators, policy innovators. They will fail fully to recognise that the essence of the question concerns the widespread effects of the presence of parties in the political system. They will only partly explain how, in many ways, parties can subvert to operation of representative democracy and may fail to reason that in other ways they are critically necessary to the efficient conduct of modern representative government. They will offer little analysis of voting behaviour. They will offer only a thin analysis of the effects of party discipline in undermining the ability of the elected members to represent their constituents. They will say little, if anything, on patterns of career development and advancement taking place within parties which result in a reduction of independence of action. They will deal only briefly, if at all, with the role of independents in an assembly and may make superficial reference to the extract.</p>	<p>Level 2 (3–4 marks) Candidates use adequate English grammar with reasonable style. They communicate answers 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. Answers are likely to be loosely structured.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B2 (cont)	<p>Level 2 (cont) They will have some knowledge and understanding of party discipline in and out of parliament but will lack knowledge of other assemblies such as local government, the provincial assemblies, the US Congress. They will have only a limited range of examples from their study of government and politics to illustrate their arguments and will only be able to draw from a restricted part of the specification.</p>	<p>Level 2 (cont) They only a limited set of examples and cases their studies of government and politics and will draw material from a restricted range of the specification to illustrate the arguments. They will not touch on theories or models, or may show misunderstanding of these. They will begin to construct arguments and explanations but will not take them far. Candidates offer limited analyses that show only limited awareness of differing viewpoints. There is only limited a recognition of parallels, causal relationships and connections, together with limited comparisons. There is a simplistic attempt to evaluate.</p>	<p>Level 2 (cont)</p>
	<p>Level 1 (1–4 marks) Candidates demonstrate a slight and incomplete knowledge of They show very limited knowledge and understanding of the way parties operate at levels in the system and will not be able to explain the roles of the parties. They will have very little knowledge and understanding of the pathologies in party politics or of party discipline in and out of parliament. They will have no knowledge of other assemblies such as local government, the provincial assemblies, the US Congress. They will no convincing examples from their study of government and politics or from the specification.</p>	<p>Level 1 (1–4 marks) Candidates use a very limited range of concepts and theories and little political vocabulary, to analyse and synthesise information. They will show no understanding of theories of party politics. They will barely explain how parties can subvert to operation of representative democracy and may fail to reason that in other ways they are critically necessary to the efficient conduct of modern representative government. The will offer no analysis of voting behaviour or the effects of party discipline. They only a limited set of examples and cases their studies of government and politics and will draw material from a</p>	<p>Level 1 (1–2 marks) Candidates use poor English grammar with little style. Answers will rely on narrative that is not fully coherent. Conclusions will frequently not be adequately related to the preceding discussion</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B2 (cont)	<p>Level 1 (cont) There is a very limited attempt to address the requirements of the question. There is only superficial awareness of the content of the question, with little interpretation and few examples, which are often inaccurately reported or inappropriately used.</p>	<p>Level 1 (cont) restricted range of the specification to illustrate the arguments. Discussions will not be adequately supported by the use of concepts and theories relating to bureaucratic power. Arguments and explanations will not be fully constructed or developed. Analyses will not show awareness of differing viewpoints and very few parallels, causal relationships and connections will be highlighted. There will be little, if any, attempt at comparisons. Evaluations will be superficial or naive.</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Section C	Political Culture		
Question C1 40 marks	In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge and understanding requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.	As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view, it is important that material included is linked logically within the framework of a relevant essay. Answers will be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.	
	Level 4 (13–16 marks) Candidates demonstrate a comprehensive knowledge of the concept of political culture. They will have extensive and accurate knowledge of various types of political culture such as traditional, secular, participant, subject, parochial and civic. In addition they will have detailed knowledge of social factors such as sexism, racism, xenophobia and geographical divide. They will also demonstrate well developed knowledge of concepts such as ideology, citizenship, deference, homogeneity and consensus.	Level 4 (13–16 marks) Candidates confidently apply a wide range of fully developed concepts and theories relating to political culture, using detailed political vocabulary, to analyse and synthesise information on beliefs and attitudes in a political system. They will comprehensively identify causal links between beliefs and attitudes within society and a wide variety of political processes, policies and institutions studied throughout the entire range of the specification. They will recognise parallels and other links between systems and subsystems studied throughout the range of the specification.	Level 4 (7–8 marks) Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction and strong structure, culminating in a conclusion that flows from the discussion.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question C1 (cont)	<p>Level 4 (cont) They will show sophisticated knowledge of various elements of political culture such as attitudes towards class and social stratification, gender and race. They will understand and employ terms such as ‘elite’, ‘ruling class’, ‘the establishment’, ‘underclass’, ‘insider and outsider’ groups. They will demonstrate detailed knowledge and understanding of how such factors influence politics and government by affecting aspects such as patterns of political recruitment to institutions and political structures. They will also demonstrate clear understanding of key attitudes such as the willingness of people to accept the actions and policies of their governments. They will also have extensive knowledge of the extent to which people feel they can influence their government, trust their government, safely forego civil liberties, obey the law and show respect for the police. They will display high level knowledge and understanding of relevant current issues, events and debates. They will understand how the political culture can influence government policy as, for example, in the case of British entry into the euro zone. They will have accurate and detailed knowledge and understanding on the current state of popular attitudes and beliefs. They will have sophisticated</p>	<p>Level 4 (cont) They will identify paradoxes and anomalies in governmental attitudes towards society and note the extent to which practice departs from rhetoric. They will select well chosen examples from within the entire range of the specification and from current events and issues, to illustrate arguments. They will examine in detail the claims by politicians of left and right about political culture, such as Britain is a classless society, people can influence government policy, there is no such a thing as institutional racism in government institutions. They will discuss with authority factors such as voting behaviour and the effect of the media on attitudes and beliefs. They will examine how beliefs and attitudes shape the governmental systems and also how governments try to shape those beliefs and attitudes. They will make sophisticated use of comparative analysis. They will construct cogent and coherent arguments and explanations. Candidates provide analyses that display a sophisticated awareness of differing viewpoints and a clear recognition of issues. Candidates demonstrate an advanced ability to draw parallels, identify connections and make comparisons across the whole range of parts of the specifications studied and to use these in constructing arguments and discussions that cover the subject in the broadest sense.</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question C1 (cont)	<p>Level 4 (cont) knowledge and understanding of the methods of ascertaining popular beliefs and attitudes such as social surveys, opinion polls and focus groups, and of the problems associated with these. They will draw upon a wide variety of examples from various parts of the entire specification. They will refer to relevant concepts such as ruling class, elitism and egalitarianism, and will display detailed knowledge on the position of parties and governments towards society. They will demonstrate comprehensive knowledge of factors that shape popular attitudes and beliefs such as TV, radio, the press, religion, the family, the peer group, the school, and the government itself. They will produce answers that fully address the requirements of the question and demonstrate excellent contextual awareness. They will have detailed knowledge and understanding of institutions which both define and shape political culture such as constitutions, judiciaries, monarchy, aristocracy, assemblies, electoral systems, public bureaucracies and levels of devolution. They will produce answers that include detailed and comprehensive interpretations or explanations and provide accurate evidence and up-to-date examples to substantiate and illustrate points made.</p>		

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question C1 (cont)	<p>Level 3 (9–12 marks) Candidates demonstrate sound and reliable knowledge of the concept of political culture. They will have accurate knowledge of various types of political culture such as traditional, secular, participant, subject, parochial and civic. They will have sound knowledge of social factors such as sexism, racism, xenophobia and geographical divide. They will also demonstrate well developed knowledge of concepts such as ideology, citizenship, deference, homogeneity and consensus. They will show sound knowledge of various elements of political culture such as attitudes towards class and social stratification, gender and race. They will demonstrate knowledge and understanding of how such factors influence politics and government by affecting aspects such as patterns of political recruitment to institutions and political structures. They will also demonstrate sound knowledge and understanding over key attitudes such as the willingness of people to accept the actions of their government, the extent they feel they can influence their government, trust their government, safely forego civil liberties, obey the law and show respect for the police. They will display high level knowledge and understanding of relevant</p>	<p>Level 3 (9–12 marks) Candidates apply a wide range of developed concepts and theories relating to political culture, using sound political vocabulary, to analyse and synthesise information on beliefs and attitudes in a political system. They will identify causal links between beliefs and attitudes within society and a wide variety of political processes and institutions studied throughout the entire range of the specification. They will recognise parallels and other links between systems and subsystems studied throughout the entire range of the specification. They will recognise parallels and other links between systems and subsystems studied from within the range of the specification. They will make some attempt to identify paradoxes and anomalies in governmental attitudes towards society and note the extent to which practice departs from rhetoric. They will select well-chosen examples from parts of the specification to illustrate arguments. They will examine the claims by politicians of left and right about political culture, such as Britain is a classless society, people can influence government policy, there is no such a thing as institutional racism in government institutions. They will discuss factors such as voting behaviour and the effect of the media on attitudes and beliefs. They will examine how beliefs and attitudes shape</p>	<p>Level 3 (5–6 marks) Candidates communicate explanations and conclusions well within a structured argument and produce answers with a conclusion clearly linked to the preceding discussion</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question C1 (cont)	<p>Level 3 (cont) current issues, events and debates. They will understand how the political culture can influence government policy as, for example, in the case of British entry into the euro zone. They will have accurate and detailed knowledge and understanding on the current state of popular attitudes and beliefs. They will have sophisticated knowledge and understanding of the methods of ascertaining popular beliefs and attitudes such as social surveys, opinion polls and focus groups, and of the problems associated with these. They will draw examples to illustrate their points from various parts of the specification. They will refer to relevant concepts such as ruling class, elitism and egalitarianism and will display detailed knowledge on the position of parties and governments towards society. They will demonstrate some knowledge of factors that shape popular attitudes and beliefs such as TV, radio, the press, religion, the family, the peer group, the school, and the government itself. They will have some knowledge and understanding of institutions that both define and shape political culture such as constitutions, the monarchy, assemblies, electoral systems, public bureaucracies and levels of devolution.</p>	<p>Level 3 (cont) governmental systems and also how governments try to shape those beliefs and attitudes. They will make some comparative analysis. They will construct clear arguments and explanations. Candidates provide analyses that display an awareness of differing viewpoints and a clear recognition of issues. Candidates demonstrate an ability to draw parallels, identify connections and make comparisons across broad areas of the parts of the specification studied, and to use these in constructing arguments and discussions that relate to the generic concepts of the subject as a whole.</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question C1 (cont)	<p>Level 3 (cont) They will produce answers with a clear attempt at addressing the requirements of the question and demonstrating sound contextual awareness. They produce answers that include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.</p>		
	<p>Level 2 (5–8 marks) Candidates demonstrate reliable knowledge of the concept of political culture. They will demonstrate knowledge of some, but not all, types of political culture. They will demonstrate limited knowledge of concepts such as citizenship, deference, homogeneity and consensus. They will show limited knowledge of various elements of political culture. They will demonstrate knowledge, but not full understanding, of the way such factors influence politics and government. They will draw upon only a few examples to illustrate their points. They will not refer to relevant concepts such as ruling class, elitism and egalitarianism and will display only limited knowledge on the position of parties and governments towards society. They will demonstrate little knowledge of factors that shape popular attitudes and beliefs such as TV, radio, the press, religion, the family, the peer group,</p>	<p>Level 2 (5–8 marks) Candidates use a limited range of concepts and theories to consider political culture and begin to construct arguments and explanations. They use a limited political vocabulary discuss beliefs and attitudes in political systems. They will identify some causal links between beliefs and attitudes within society and a limited number of political processes and institutions studied from part of the specification. They will recognise parallels and other links between systems and subsystems studied from within the range of the specification. They will make no attempt to identify paradoxes and anomalies in governmental attitudes towards society. They will select a limited number of, not always well chosen, examples from parts of the specification to illustrate arguments. They will not examine the claims by politicians of left and right about the nature of political culture. They will briefly discuss factors such as voting</p>	<p>Level 2 (3–4 marks) Candidates communicate answers 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. Answers are likely to be loosely structured.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question C1 (cont)	<p>Level 2 (cont) the school, and the government itself. They will produce answers with a limited attempt at addressing the requirements of the question. They may demonstrate contextual awareness covering part of the question. They will have limited knowledge and understanding of institutions that both define and shape political culture such as constitutions, the monarchy, assemblies, electoral systems, public bureaucracies and levels of devolution. They produce answers that include a partial but reasonably effective attempt at interpretation or explanation, with some not very detailed examples to illustrate points.</p>	<p>Level 2 (cont) behaviour, and the effect of the media on attitudes and beliefs. They will examine how beliefs and attitudes shape governmental systems but will not consider how governments try to shape those beliefs and attitudes. They will not make comparative analysis. Candidates offer limited analyses that show some awareness of differing viewpoints. Candidates demonstrate some ability to draw parallels, identify connections and make comparisons from a limited range of those parts of the specification studied. These may be used in a general way in constructing arguments and discussions of the subject as a whole.</p>	
	<p>Level 1 (1–4 marks) Candidates demonstrate a slight and incomplete knowledge of political culture and related concepts. They will demonstrate limited knowledge of how systems of government are influenced by ideas and attitudes. They will be weak in their use of relevant concepts. They will produce answers with a very limited attempt to address the requirements of the question. There will be only superficial awareness of the content of the question, with little interpretation and few examples, often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1–4 marks) Discussions will not be adequately supported by the use of concepts and theories. Arguments and explanations will not be fully constructed. Analyses will not show awareness of differing viewpoints and very few parallels and connections will be used to establish comparisons. Evaluations of political institutions, processes, arguments or explanations will be superficial or naive.</p>	<p>Level 1 (1–2 marks) Answers will rely on narrative that is not fully coherent. Conclusions will frequently not be adequately related to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question C2 40 marks	In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge and understanding requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.	As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view, it is important that material included is linked logically within the framework of a relevant essay. Answers will be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.	
	Level 4 (13–16 marks) Candidates demonstrate a comprehensive knowledge and understanding of the central concepts of deference as a key feature of political cultures. They will also demonstrate sophisticated knowledge and understanding of the concept of relative stability. They will show advanced knowledge and understanding of those features of society and political culture that indicate the presence or absence of these factors. They will demonstrate a sophisticated knowledge	Level 4 (13–16 marks) Candidates confidently apply a wide range of fully developed concepts and theories relating to the concept of deference and relative stability in society. They will use sophisticated political vocabulary, to analyse and synthesise political information and construct cogent and arguments and explanations.	Level 4 (7–8 marks) Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction and strong structure, culminating in a conclusion that flows from the discussion.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question C2 (cont)	<p>Level 4 (cont) and understanding of the changes that have taken place in the post-war era in British politics and in the politics of other countries. They will skilfully identify such features as changing attitudes to class from the 1960s, voting patterns and class dealignment, race riots, attitudes to the police, a more aggressive style of media treatment of politicians and public figures, a more aggressive tabloid press, increased resort to direct action by pressure groups, more assertive attitudes from ethnic minorities, the rise of ‘youth culture’, football hooliganism, demands for devolution, violence in society, violence in Northern Ireland, changes in the class background of MPs, the declining power of trade unions, a more assertive press and less deferential TV and radio interviewing styles. They will also be fully conversant with the shift in the ideological centre of politics and the widespread embrace of neo-liberalism and individualism, which has altered the role of the state and the way it is perceived. They will also have advanced knowledge and understanding of related factors such as the changing role and power of women in society and greater assertiveness from ethnic minorities. In addition they will note geographical cleavage, a reapportion of nationhood from the Celtic fringe and the significance of</p>	<p>Level 4 (cont) Candidates will recognise that the central issue in the question relates to the extent that the political system (of systems) studied have in fact been both deferential and relatively stable and whether they can be expected to remain so. They will identify a skilfully chosen set of variables relating to deference and stability in society drawn widely from the relevant parts of the specification and from current political debates. They will analyse the extent to which they may be under challenge. They will analyse in detail variables identified in AO1, such as changing attitudes to class from the 1960s, voting patterns and class dealignment, race riots, attitudes to the police, a more aggressive style of media treatment of politicians and public figures, a more aggressive tabloid press, increased resort to direct action by pressure groups, more assertive attitudes from ethnic minorities, the rise of ‘youth culture’, football hooliganism, demands for devolution, violence in society, violence in Northern Ireland.</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question C2 (cont)	<p>Level 4 (cont) the new devolved institutions. They will also show detailed knowledge and understanding of changing degrees of respect for institutions such as the monarchy, the House of Lords, the aristocracy, the judiciary, the school and the police. They will produce answers that fully address the requirements of the question and demonstrate excellent contextual awareness. They produce answers that include detailed and comprehensive interpretations or explanations and provide accurate evidence and well chosen up-to-date examples to substantiate and illustrate points.</p>	<p>Level 4 (cont) They will also fully on confidently examine measures to preserve stability such as more aggressive policing, police reforms, measures to curb union powers, acceptance of a neo-liberal ideology, equal opportunities legislation, devolution measures and the Northern Ireland peace process. They may make sophisticated comparisons with developments in the US. Candidates provide analyses that display a sophisticated awareness of differing viewpoints and a clear recognition of issues. There is a clear and full evaluation of arguments and explanations. Candidates demonstrate an impressive ability to draw parallels, identify connections and make comparisons across the whole range of parts of the specifications studied and to use these in constructing arguments and discussions that cover the subject in the broadest sense.</p>	
	<p>Level 3 (9–12 marks) Candidates demonstrate a sound knowledge and understanding of the central concepts of deference and stability as defining features of political cultures. They will also demonstrate reliable understanding and knowledge of those features of society and political culture that indicate the presence or absence of these factors. They will demonstrate a sound appreciation of the</p>	<p>Level 3 (9–12 marks) Candidates apply a range of developed concepts and theories relating to deference and stability in society. They use a sound political vocabulary to analyse and synthesise political information and to construct sound arguments and explanations. Candidates will identify a soundly chosen set of variables relating to deference and stability in society drawn from parts of the specification and</p>	<p>Level 3 (5–6 marks) Candidates communicate explanations and conclusions well within a structured argument and produce answers with a conclusion clearly linked to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
<p>Question C2 (cont)</p>	<p>Level 3 (cont) political changes that have taken place in the post-war and in the politics of other countries. They will briefly identify and show knowledge and understanding of such features as changing attitudes to class from the 1960s, voting patterns and class dealignment, race riots, attitudes to the police, a more aggressive style of media treatment of politicians and public figures, a more aggressive tabloid press, increased resort to direct action by pressure groups, more assertive attitudes from ethnic minorities, the rise of ‘youth culture’, football hooliganism, demands for devolution, violence in society, violence in Northern Ireland, changes in the class background of MPs, the declining power of trade unions, and less deferential TV and radio interviewing styles. They will demonstrate some knowledge and understanding of the shift in the ideological centre of politics and the widespread embrace of neo-liberalism and individualism, which has altered the role of the state and the way it is perceived. They will also be able to give a reasonable account of developments such as the changing role and power of women in society. In addition they will touch upon geographical cleavage and the significance of the new devolved institutions. They will also show a reasonable degree of</p>	<p>Level 3 (cont) from current political debates. They will competently note the extent to which they may be under challenge. They will soundly analyse variables such as such as those identified in AO1. They will also examine measures to preserve or restore deference, consensus and homogeneity, which will again be drawn from the specification and from current political debates such as more aggressive policing, child curfews, police reforms, measures to curb union powers, acceptance of a neo-liberal ideology, equal opportunities legislation, devolution measures and the Northern Ireland peace process. They may make some comparisons with developments in the US. Candidates provide analyses that display an awareness of differing viewpoints and a clear recognition of issues. There is reliable evaluation of arguments and explanations. Candidates demonstrate an ability to draw parallels, identify connections and make comparisons across broad areas of the parts of the specification studied, and to use these in constructing arguments and discussions that relate to the generic concepts of the subject as a whole. They produce answers that include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question C2 (cont)	<p>Level 3 (cont) knowledge and understanding of changing levels of respect for institutions such as the monarchy, the House of Lords, the aristocracy, the judiciary, the school and the police. They will produce answers with a clear attempt at addressing the requirements of the question and demonstrating sound contextual awareness.</p>		
	<p>Level 2 (5–8 marks) Candidates demonstrate outline knowledge and understanding of the central concepts of deference and stability as defining features of political cultures. They will also demonstrate some understanding and knowledge of some of the features of society and political culture that indicate the presence or absence of these factors. They will demonstrate a limited appreciation of the changes that have taken place in the post-war era. They will say little on other countries. There will be only limited knowledge and understanding on such features as changing voting patterns, changes in the class background of MPs, the declining power of trade unions, a more assertive press and less deferential TV and radio interviewing styles. They will show little knowledge or understanding</p>	<p>Level 2 (5–8 marks) Candidates apply a limited range of concepts and theories relating to deference and stability in society, using a restricted political vocabulary. Analysis and synthesis of political information will lack cogency and arguments and explanations will not be entirely sound. Candidates will identify some variables relating to deference and stability in society drawn from a limited part of the specification and from current political debates. and may note the extent to which they may be under challenge. They will only briefly analyse variables such as changing attitudes to class from the 1960s, voting patterns and class dealignment, race riots, attitudes to the police, a more aggressive style of media treatment of politicians and public figures, a more aggressive tabloid press, increased resort to direct action by pressure groups, more assertive attitudes from ethnic minorities, the rise of ‘youth</p>	<p>Level 2 (3–4 marks) Candidates communicate answers 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. Answers are likely to be loosely structured.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
<p>Question C2 (cont)</p>	<p>Level 2 (cont) of the shift in the ideological centre of politics and the widespread embrace of neo-liberalism and individualism, which has altered the role of the state and the way it is perceived. They will not discuss the changing role and power of women in society and will say little on geographical cleavage or the new devolved institutions. They will show only limited knowledge and understanding of changing degrees of respect for institutions such as the monarchy, the House of Lords, the aristocracy, the judiciary, the school and the police. Contextual awareness will be partial. They produce answers that include a partial attempt at interpretation or explanation, with some not very detailed examples to illustrate points.</p>	<p>Level 2 (cont) culture', football hooliganism, demands for devolution, violence in society, violence in Northern Ireland. They will touch only briefly upon measures to preserve or restore deference and stability drawn from the specification but there will be little from current political debates. They will not make comparisons with developments in the US. Candidates offer limited analyses that show only slight awareness of differing viewpoints. There is a simplistic attempt at evaluation, argument and explanation. Candidates demonstrate little ability to draw parallels, identify connections and make comparisons from a limited range of those parts of the specification studied. These may be used in a general way in constructing arguments and discussions of the subject as a whole.</p>	
	<p>Level 1 (1–4 marks) Candidates demonstrate a slight and incomplete knowledge and understanding of the central concepts of deference and stability as defining features of political cultures. They will show very slight understanding and knowledge on some of the features of society and political culture that indicate the presence or absence of these factors. They will demonstrate virtually no appreciation of the changes that have taken place in the post-war era in</p>	<p>Level 1 (1–4 marks) Candidates will not apply concepts and theories relating to deference and homogeneity in society with any accuracy or confidence. Arguments and explanations will not be fully constructed. Analysis will not show awareness of differing viewpoints and very few parallels and connections will be used to establish comparisons. Evaluations of political institutions, processes, arguments or explanations will be superficial or naive. There will be little in the way of a conclusion.</p>	<p>Level 1 (1–2 marks) Answers will rely on narrative that is not fully coherent. Conclusions will frequently not be adequately related to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question C2 (cont)	<p>Level 1 (cont) British politics and will say nothing on other countries. They will mention only a few of the features of change. They will show little or no knowledge or understanding of the shift in the ideological centre of politics. They will not discuss factors such as the changing role and power of women in society or the new devolved institutions. They will say little on changing degrees of respect for institutions. There will be a 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.</p>		

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Section D	Continuity and change		
Question D1 40 marks	In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.	As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers will be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.	
	Level 4 (13–16 marks) Candidates demonstrate a comprehensive knowledge and understanding of the concepts of change and continuity. They will offer clear, detailed and unambiguous definitions of these terms. They will also offer clear, detailed and unambiguous definitions of related terms such as conservatism, incrementalism, radicalism, revolution, political evolution, and status quo. They also demonstrate advanced knowledge of a range of institutions and political structures where change and continuity may be observed such as constitutions, national, provincial and regional assemblies, electoral systems, bureaucracies at various levels, local government	Level 4 (13–16 marks) Candidates confidently apply a wide range of fully developed concepts and theories, using detailed political vocabulary, to analyse and synthesise and to construct cogent and coherent arguments and explanations. They will clearly show that they appreciate the difference between real change and apparent change. They will argue convincingly that political forces of conservatism operate to defuse the momentum for change in both structures and policy. They will develop sophisticated and entirely logical arguments such as, for example, the fact that Britain has an unwritten, and hence apparently flexible, constitution, there is much continuity with the past including the preservation for centuries of the monarchy and aristocracy. They may skilfully	Level 4 (7–8 marks) Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction and strong structure, culminating in a conclusion that flows from the discussion.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question D1 (cont)	<p>Level 4 (cont) systems, executives and judiciaries. They will also demonstrate sophisticated knowledge and understanding of a range of policy areas where change and continuity may be observed such as foreign policy, education, health, home affairs, defence, economic management and social security.</p> <p>They will have sophisticated knowledge and understanding of the pressures for change within institutions. In addition they will have detailed and completely accurate knowledge and understanding of the pressures for change in the informal patterns of politics such as public opinion, pressure group activity, patterns of consultation, relations between politicians and officials, ways of informing the public, conventions within the constitution.</p> <p>Students will also have a detailed and completely accurate knowledge and understanding of the critiques of the institutions and practices. They will also have advanced knowledge of changes which have been proposed, have taken place or have been resisted. They will demonstrate mature knowledge and understanding of reasons why changes have</p>	<p>Level 4 (cont) contrast this with the USA where a written constitution and complex amendment process have nevertheless seen some important changes.</p> <p>They will confidently and convincingly use the institutional and policy examples detailed in AO1 to illustrate their analyses. Candidates will offer a comprehensive account of the historical development and change in the institutions they have chosen as examples and will fully explain their core values. They will give a detailed and perceptive analysis of the pressures for reform from various sources. In addition they will clearly recognise the way in which institutions and structures have shown a capacity to resist change, with examples to substantiate this.</p> <p>They will imaginatively recognise that continuity amidst political turbulence is often taken as a desirable quality. They will identify the ways in which institutions and structures influence, and are influenced by, various other parts of the political system, as studied from the range of the specification. They will use advanced comparative analysis, making reference to levels of government, the EU, or the US. Candidates will produce clearly argued and logical conclusion that display a sophisticated</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question D1 (cont)	<p>Level 4 (cont) been implemented or resisted. They will have advanced knowledge and understanding of the ideological dimension to the question such as radical liberalism, conservatism and various forms of revolutionary thinking. They will produce answers with knowledge and understanding that fully address the requirements of the question and demonstrate excellent contextual awareness. The answers will include detailed and comprehensive interpretations or explanations and provide accurate evidence and up-to-date examples to substantiate and illustrate points made.</p>	<p>Level 4 (cont) awareness of differing viewpoints and a clear recognition of issues. Parallels and connections are identified. There is a clear and full evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates demonstrate an impressive ability to draw parallels and make comparisons across the whole range of the specification studied and to use these in constructing arguments and discussions that cover the subject in the broadest sense.</p>	
	<p>Level 3 (9–12 marks) Candidates demonstrate a sound knowledge of the concepts of change and continuity. Candidates demonstrate sound knowledge and understanding of the concepts of change and continuity. They will offer clear and reasonably definitions of these terms. They will also offer sound and reasonably unambiguous definitions of related terms such as conservatism, incrementalism, radicalism, revolution, political evolution, and status quo. They demonstrate reliable knowledge of a range of institutions and political</p>	<p>Level 3 (9–12 marks) Candidates apply a range of developed concepts and theories relating to the pattern of change and continuity within the political institutions and structures, using political vocabulary to analyse and synthesise political information and to construct clear arguments and explanations. They will show that they appreciate the difference between real change and apparent change. They will argue soundly that political forces of conservatism operate to defuse the momentum for change in both structures and policy. They will develop reasonably logical arguments such as, for example, the fact that Britain has an unwritten,</p>	<p>Level 3 (5–6 marks) Candidates communicate explanations and conclusions well within a structured argument and produce answers with a conclusion clearly linked to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question D1 (cont)	<p>Level 3 (cont) structures where change and continuity may be observed such as constitutions, national, provincial and regional assemblies, electoral systems, bureaucracies at various levels, local government systems, executives and judiciaries. They will also demonstrate sound knowledge and understanding of a range of policy areas where change and continuity may be observed such as foreign policy, education, health, home affairs, defence, economic management and social security. They will have clear and reasonably accurate knowledge and understanding of the pressures for change within institutions. In addition they will have sound knowledge and understanding of the pressures for change in the informal patterns of politics such as public opinion, pressure group activity, patterns of consultation, relations between politicians and officials, ways of informing the public, conventions within the constitution. Students will also have reasonably accurate knowledge and understanding of some of the critiques of the institutions and practices. They will also have knowledge of some changes that have been proposed, have taken place or have been resisted. They will</p>	<p>Level 3 (cont) and hence apparently flexible, constitution, there is much continuity with the past including the preservation for centuries of the monarchy and aristocracy. They may skilfully contrast this with the USA where a written constitution and complex amendment process have nevertheless seen some important changes. Candidates will competently apply the institutional and policy examples mentioned in AO1 to illustrate their analyses. They will offer a sound account of the historical development and change in the institutions they have chosen as examples and will explain their core values. They will give a fairly clear analysis of the pressures for reform from various sources. In addition they will recognise the way in which institutions and structures have shown a capacity to resist change, with examples to substantiate this. They will recognise that continuity amidst political turbulence is often taken as a desirable quality. They will make some attempt to identify the ways in which institutions and structures influence, and are influenced by, various other parts of the political system, as studied from the range of the specification. They will use some comparative analysis, making reference to levels of government, the EU, or the US. Candidates will produce well argued and reasonably logical</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question D1 (cont)	<p>Level 3 (cont) demonstrate reliable knowledge and understanding of reasons why changes have been implemented or resisted. They will also have a reasonable degree of knowledge and understanding of the ideological dimension to the question such as radical liberalism, conservatism and various forms of revolutionary thinking. They will produce answers that soundly address the requirements of the question and demonstrate some contextual awareness. The answers will include sound interpretations or explanations and provide fairly accurate evidence and some up-to-date examples to substantiate and illustrate points made.</p>	<p>Level 3 (cont) conclusion that display an awareness of differing viewpoints and a clear recognition of issues. Some parallels and connections are identified. There is a sound evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates demonstrate an ability to draw parallels and make comparisons across a reasonable range of parts of the specification studied and to use these in constructing arguments and discussions that cover the subject in the broadest sense.</p>	
	<p>Level 2 (5–8 marks) Candidates demonstrate an outline knowledge and understanding of the concepts of change and continuity. They will offer ambiguous definitions of these terms. They will also offer ambiguous definitions of related terms such as conservatism, incrementalism, radicalism, revolution, political evolution, and status quo. They demonstrate uncertain knowledge and understanding of a limited range of institutions and political structures where change and continuity may be observed</p>	<p>Level 2 (5–8 marks) Candidates use a limited range of concepts and theories to consider political information and begin to construct arguments and explanations of the pattern of change and continuity within the political institutions and structures. They will fail to show convincingly that they appreciate the difference between real change and apparent change. They will not argue soundly that political forces of conservatism operate to defuse the momentum for change in both structures and policy. They will not develop entirely logical arguments.</p>	<p>Level 2 (3–4 marks) Candidates communicate answers 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. Answers are likely to be loosely structured.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question D1 (cont)	<p>Level 2 (cont) such as constitutions, national, provincial and regional assemblies, electoral systems, bureaucracies at various levels, local government systems, executives and judiciaries. They will also demonstrate incomplete knowledge and understanding of a range of policy areas where change and continuity may be observed such as foreign policy, education, health, home affairs, defence, economic management and social security. They will show some uncertain knowledge and understanding of the pressures for change within institutions and of the pressures for change in the informal patterns of politics such as public opinion, pressure group activity, patterns of consultation, relations between politicians and officials, ways of informing the public, conventions within the constitution. Students will have little, if any, knowledge and understanding of the critiques of the institutions and practices. They will also have scant knowledge of changes that have been proposed, have taken place or have been resisted. They will have limited knowledge and understanding of reasons why changes have been implemented or resisted. They will also lack knowledge or understanding of the ideological dimension</p>	<p>Level 2 (cont) Candidates will apply some of the institutional and policy examples mentioned in AO1 but these will not fully illustrate their analyses. They will offer a very limited account of the historical development and change in the institutions they have chosen as examples. They will not recognise the way in which institutions and structures have shown a capacity to resist change. They will show some recognition that continuity amidst political turbulence can be taken as a desirable quality. They will make some limited attempt to identify the ways in which institutions and structures influence, and are influenced by, various other parts of the political system. They will use only a limited range of the specification. They will use little, if any, comparative analysis. Candidates will produce only ill-defined conclusions that display a sophisticated awareness of differing viewpoints and a clear recognition of issues. Some parallels and connections are identified. There is little evaluation of political institutions, processes, behaviour, arguments and explanations. There is a failure to draw convincing parallels or make comparisons across the specification.</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question D1 (cont)	<p>Level 2 (cont) to the question. They will produce answers that address the requirements of the question in a limited way. The answers will provide few up-to-date examples to substantiate and illustrate points made.</p>		
	<p>Level 1 (1–4 marks) Candidates demonstrate a slight and incomplete knowledge of the concepts of change and continuity. They also demonstrate little knowledge of institutions and political structures such as constitutions, assemblies and bureaucracies. They show little knowledge of pressures for change or of the critiques of the institutions and attempts to reform them. There is only a 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.</p>	<p>Level 1 (1–4 marks) Discussions will not be adequately supported by the use of concepts and theories. Arguments and explanations will not be fully constructed. Analyses will not show awareness of differing viewpoints and very few parallels and connections will be used to establish comparisons. Evaluations of arguments or explanations will be superficial or naive. There will be very few relevant example used to illustrate the points made.</p>	<p>Level 1 (1–2 marks) Answers will rely on narrative that lack full coherence. Conclusions will frequently fail to be adequately related to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question D2 40 marks	In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge and understanding requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.	As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view, it is important that material included is linked logically within the framework of a relevant essay. Answers will be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.	
	Level 4 (13–16 marks) Candidates demonstrate a comprehensive knowledge and understanding of the machinery of government. They are able to define this widely and with complete accuracy. They are also able to demonstrate full and comprehensive knowledge and understanding of the concepts of rationality and rational reform. Beyond this they will also have sophisticated knowledge and understanding the non-rational factors which come into play and which are alluded to in the extract. They will show detailed and accurate knowledge an understanding of an extensive	Level 4 (13-16 marks) Candidates confidently apply a wide range of fully developed and relevant concepts and theories, using detailed political vocabulary, to analyse and synthesise information relating to change and continuity in the machinery of government. They will clearly recognise that the essence of the question relates to the problems encountered by reformers when faced by entrenched interests, traditional loyalties and the forces of reaction within the machinery of government. They are able to give clear and accurate definitions of all aspects of the machinery of government. They will also offer full, complex and	Level 4 (7–8 marks) Candidates use correct English grammar with excellent style. They communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction and strong structure, culminating in a conclusion that flows from the discussion.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question D2 (cont)	<p>Level 4 (cont) range of key areas in which rational reform of the machinery of government has been attempted, achieved or thwarted. This range will include areas such as reform of civil service structure, departmental amalgamation, departmental splitting, reform of civil service recruitment practices, the creation of quangos, the nationalisation of certain industries and their subsequent de-nationalisation, the establishment of the devolved assemblies and accompanying bureaucracies, local government structural reform, local government managerial reform, reform in central local relations. They may include knowledge and understanding of historical perspectives reflecting change and continuity over time. They may also authoritatively extend this range to encompass parallel features in other countries such as the USA. They will skilfully and authoritatively display knowledge on the various rational goals sought in promoting change or continuity in the machinery of government including such factors as administrative efficiency, cost saving, economies of scale, policy changes, demographic change, manifesto promise, client responsiveness and managerial modernisation. They will show acute and perceptive knowledge and understanding of a range of</p>	<p>Level 4 (cont) comprehensive definitions of the concepts of rationality and rational reform. They are able to select highly apposite cases of attempts at reform of the machinery of government. They will draw from the entire range of the specification to illustrate the arguments. Their arguments will be entirely logical and will be supported by accurately reported evidence. They will confidently explain how reform proposals have been developed from sources such as royal commissions, manifesto promises, public scandals or criticisms, popular demand or internal demands from within the machinery of government. They will then analyse the extent to which these have been implemented and reach conclusions on the forces acting to either promote change or preserve continuity. They will bring a historical dimension to their analyses in order to map changes and continuities in the constitutional landscape. They will note evidence from other countries, particularly the USA, and will examine the extent to which differing administrative and ideological cultures influence developments. They will identify a range of theories and models of change and continuity covering the nature of the ideology of conservatism and the notions such as radicalism, modernisation and reform. They will construct cogent and coherent arguments and</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
<p>Question D2 (cont)</p>	<p>Level 4 (cont) attempts to reform the machinery of government by various administrations including, in the UK, the Thatcher and Blair governments. Hence they will carefully select and fully analyse examples such as local government reform, nationalisation, denationalisation, civil service reform and devolution. However they will also skilfully and authoritatively display knowledge on the various non-rational (or political) factors influencing change or continuity in the machinery of government, which will clash with the rational goals. These will include such factors as the protection of self interest by bureaucrats, reassurance that ‘something is being done’ about pressing issues, appeal to important electoral or client groups, demands by pressure groups and fund donors, the need to give a minister an ‘empire’, short-term political advantage, the diversion of public attention from some governmental failing and public image. They will show knowledge and understanding that fully addresses the requirements of the question and demonstrates excellent contextual awareness. Answers demonstrate knowledge of theories along with detailed and comprehensive interpretations or explanations and provide accurate evidence drawn from</p>	<p>Level 4 (cont) explanations. Candidates provide analyses that display a sophisticated awareness of differing viewpoints and a clear recognition of issues. Parallels, causal relationships 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 demonstrate an impressive ability to draw parallels and make comparisons across the whole range of parts of the specifications studied and to use these in constructing arguments and discussions that cover the subject in the broadest sense. They will reach logically derived conclusions which may support the proposition that Political factors make rational reform of the machinery of government extremely difficult, reject it or take a more contingent view. Whatever the case their conclusions will be supported by ample evidence drawn from the entire range of their studies of government and politics and will be derived from tight logical reasoning. The conclusions will flow naturally from the foregoing analysis.</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question D2 (cont)	Level 4 (cont) the entire specification and up-to-date examples to substantiate and illustrate points made.		
	Level 3 (9–12 marks) Candidates demonstrate a sound knowledge and understanding of the machinery of government. They are able to define this widely and with general accuracy. They are also able to demonstrate soundly based knowledge and understanding of the concepts of rationality and rational reform. Beyond this they will also have some knowledge and understanding of the non-rational factors which come into play and which are alluded to in the extract. They will show sound and reliable knowledge and understanding of a fairly extensive range of key areas in which rational reform of the machinery of government has been attempted, achieved or thwarted. This range will include areas such as reform of civil service structure, departmental amalgamation, departmental splitting, reform of civil service recruitment practices, the creation of quangos, the nationalisation of certain industries and their subsequent de-nationalisation, the establishment of the devolved assemblies and accompanying bureaucracies, local government structural reform, local government managerial reform, reform in central local relations. They may include some basic	Level 3 (9–12 marks) Candidates apply a reasonably wide range of soundly developed and relevant concepts and theories, using accurate political vocabulary, to analyse and synthesise information relating to change and continuity in the machinery of government. They will generally recognise that the essence of the question relates to the problems encountered by reformers when faced by entrenched interests, traditional loyalties and the forces of reaction within the machinery of government. They are able to give reasonable clear and accurate definitions of several aspects of the machinery of government. They will also offer sound definitions of the concepts of rationality and rational reform. They are able to select fairly relevant cases of attempts at reform of the machinery of government. They will draw from much of the specification to illustrate the arguments. Their arguments will be reasonably logical and will be supported by sound evidence. They will explain how reform proposals have been developed from sources such as royal commissions, manifesto promises, public scandals or criticisms, popular demand or internal demands from within the machinery of government.	Level 3 (5–6 marks) Candidates use correct English grammar with good style. Candidates communicate explanations and conclusions well within a structured argument and produce answers with conclusions clearly linked to the preceding discussions.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question D2 (cont)	<p>Level 3 (cont) knowledge and understanding of historical perspectives reflecting change and continuity over time. They may also extend this range to encompass parallel features in other countries such as the USA.</p> <p>They will display some knowledge on the various rational goals sought in promoting change or continuity in the machinery of government including such factors as administrative efficiency, cost saving, economies of scale, policy changes, demographic change, manifesto promise, client responsiveness and managerial modernisation. They will show some reliable knowledge and understanding of a range of attempts to reform the machinery of government by various administrations including, in the UK, the Thatcher and Blair governments. Hence they will carefully select and fully analyse examples such as local government reform, nationalisation, denationalisation, civil service reform and devolution.</p> <p>However they will display sound knowledge on the various non-rational (or political) factors influencing change or continuity in the machinery of government, which will clash with the rational goals. These will include such factors as the</p>	<p>Level 3 (cont) They will offer a sound analysis of the extent to which these have been implemented and reach reasonable conclusions on the forces acting to either promote, change or preserve continuity.</p> <p>They may bring a historical dimension to their analyses in order to map changes and continuities in the constitutional landscape.</p> <p>They will note evidence from other countries, particularly the USA, and will examine the extent to which differing administrative and ideological cultures influence developments. They will make a sound attempt to identify a range of theories and models of change and continuity covering the nature of the ideology of conservatism and the notions such as radicalism, modernisation and reform. Candidates will construct sound arguments and explanations. They provide analyses that display a sophisticated awareness of differing viewpoints and a reasonable recognition of issues. Some parallels, causal relationships and connections are identified, together with well-developed comparisons. There is a clear attempt at evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates demonstrate a sound ability to draw parallels and make comparisons across the whole range of parts of the specifications studied and to</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question D2 (cont)	<p>Level 3 (cont) protection of self interest by bureaucrats, reassurance that ‘something is being done’ about pressing issues, appeal to important electoral or client groups, demands by pressure groups and fund donators, the need to give a minister an ‘empire’, short-term political advantage, the diversion of public attention from some governmental failing and public image. They will produce knowledge and understanding that competently addresses the requirements of the question and demonstrates sound contextual awareness.</p>	<p>Level 3 (cont) use these in constructing arguments and discussions that cover the subject in the broadest sense. They will construct clear arguments and explanations. Candidates provide analyses that display an awareness of differing viewpoints and a clear recognition of issues. There is a clear recognition of parallels and connections, together with some comparisons. There is sound evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates demonstrate an ability to draw parallels and make comparisons across broad areas of the parts of the specification studied, and to use these in constructing arguments and discussions that relate to the generic concepts of the subject as a whole. They will reach logically derived conclusions which may support the proposition that political factors make rational reform of the machinery of government extremely difficult, reject it or take a more contingent view. Whatever the case their conclusions will be soundly supported with evidence drawn from much of the range of their studies of government and politics and will be derived from sound logical reasoning. The conclusions will show a sound relationship with the foregoing analysis.</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question D2 (cont)	<p>Level 2 (5–8 marks) Candidates demonstrate an outline knowledge and understanding of the machinery of government. They define this with some general inaccuracy. They demonstrate soundly limited knowledge and understanding of the concepts of rationality and rational reform. Beyond this they will not have much knowledge and understanding of the non-rational factors which come into play and which are alluded to in the extract. They will show limited knowledge and understanding of a restricted range of key areas in which rational reform of the machinery of government has been attempted, achieved or thwarted. They will touch briefly upon a few areas drawn from civil service structure, departmental amalgamation, departmental splitting, reform of civil service recruitment practices, the creation of quangos, the nationalisation of certain industries and their subsequent de-nationalisation, the establishment of the devolved assemblies and accompanying bureaucracies, local government structural reform, local government managerial reform, reform in central local relations. They will not include knowledge and understanding of historical perspectives reflecting change and continuity over time. They will not encompass parallel features in other countries</p>	<p>Level 2 (5–8 marks) Candidates apply a limited range of concepts and theories, using inaccurate political vocabulary, to analyse and synthesise information relating to change and continuity in the machinery of government. They will only partly recognise that the essence of the question relates to the problems encountered by reformers when faced by entrenched interests, traditional loyalties and the forces of reaction within the machinery of government. They give limited definitions of only a few aspects of the machinery of government. They will also not offer sound definitions of the concepts of rationality and rational reform. They are not convincingly able to select relevant cases of attempts at reform of the machinery of government. They will draw from much of the specification to illustrate the arguments. Their arguments will be weak and will not be supported by sound evidence. They will not fully explain how reform proposals have been developed from sources such as royal commissions, manifesto promises, public scandals or criticisms, popular demand or internal demands from within the machinery of government. They will offer a limited analysis of the extent to which these have been implemented. They will not bring much of a historical dimension to their analyses and will therefore not fully map changes and continuities in the constitutional</p>	<p>Level 2 (3–4 marks) Candidates use adequate English grammar with reasonable style. They communicate answers 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. Answers are likely to be loosely structured.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question D2 (cont)	<p>Level 2 (cont) such as the USA. They will display limited knowledge of the various rational goals sought in promoting change or continuity in the machinery of government including such factors as administrative efficiency, cost saving, economies of scale, policy changes, demographic change, manifesto promise, client responsiveness and managerial modernisation. They will show rather unreliable knowledge and understanding of a range of attempts to reform the machinery of government by various administrations including, in the UK, the Thatcher and Blair governments. They will display little, if any, knowledge on the various non-rational (or political) factors influencing change or continuity in the machinery of government, which will clash with the rational goals. They will show only limited knowledge and understanding of the requirements of the question with little contextual awareness. They produce answers that include a partial but reasonably effective attempt at interpretations or explanations, with some not very detailed examples to illustrate points.</p>	<p>Level 2 (cont) landscape. They will not use evidence from other countries. They will make little or no attempt to identify theories and models of change and continuity covering the nature of the ideology of conservatism and the notions such as radicalism, modernisation and reform. Candidates will not construct entirely sound arguments and explanations. They provide analyses that display limited awareness of differing viewpoints. Only a few parallels, causal relationships and connections are identified. There is no clear attempt at evaluation of political institutions, processes, behaviour, arguments and explanations. They will not show clear conclusions on the proposition that political factors make rational reform of the machinery of government extremely difficult.</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question D2 (cont)	<p>Level 1 (1–4 marks) Candidates demonstrate a slight and incomplete knowledge of rational reform of the machinery of government. They make a very limited attempt to address the requirements of the question. There is only superficial awareness of the content of the question, with little interpretation and few examples, which are often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1–4 marks) Discussions will not be adequately supported by the use of concepts and theories relating to rational change in the machinery of government. Arguments and explanations will not be fully constructed or developed. Analyses will not show awareness of differing viewpoints and very few parallels, causal relationships and connections will be highlighted. There will be little, if any, attempt at comparisons. Evaluations will be superficial or naive.</p>	<p>Level 1 (1–2 marks) Candidates use poor English grammar with little style. Answers will rely on narrative that is not fully coherent. Conclusions will frequently not be adequately related to the preceding discussion</p>