



ASSESSMENT and
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ALLIANCE

Mark scheme January 2003

GCE

Government and Politics

Unit GOV1

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Unit 1: Electoral Systems and Voting Behaviour

Criteria for marking

Introduction

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

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

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

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

Using a levels of response mark scheme

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

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

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

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

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

Assessment matrix

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

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

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

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

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 1(b) 22 marks	<p>Level 4 (10-11 marks) Candidates demonstrate a comprehensive understanding and knowledge of Britain's political culture in terms of mono/multi values, referring to factors such as deference, individualism, collectivism, regionalism, nationalism, religion, ethnicity, gender, class, urban and rural. Discussions may consider recent trends, possibly with reference to other value systems, such as ideology or Europe, and assess technical and attitudinal reasons which might explain the contemporary situation, producing answers which fully address the requirements of the question and demonstrate excellent contextual awareness. Answers include detailed and comprehensive interpretations or explanations related to the stimulus material, noting and discussing other significant variations with up-to-date examples or references to the stimulus material or other examples to substantiate and illustrate points made.</p>	<p>Level 4 (7 marks) Candidates confidently apply a wide range of developed concepts to explain the nature of Britain's political culture(s) using appropriate political vocabulary to analyse and synthesise political information and to construct cogent and coherent arguments and explanations based on factors such as political attitudes and values. Candidates provide analyses which display a sophisticated awareness of relevant concepts relating to the contemporary situation, with sound examples. Parallels and connections are identified together with well developed comparisons within the UK. Comparisons with Europe, US, etc are not necessary but credit may be given where plausible links are made. There is clear and full or good evaluation of the reasons and related arguments and explanations.</p>	<p>Level 4 (4 marks) Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion which flows from the discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 1(b) (cont)	<p>Level 1 (1-3 marks) Candidates demonstrate slight and incomplete knowledge of the nature of Britain's political culture and answers show a limited attempt to address the requirements of the question. There is only a superficial awareness of the context of the question with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1-2 marks) Candidates use a very limited range of concepts to consider the nature of Britain's political culture and begin to construct arguments and explanations. Candidates offer limited analysis which shows some very limited awareness of factors. There is a minimal recognition of basic parallels and connections together with limited comparisons. There is a very simple attempt to analyse the nature of Britain's political culture, with very basic arguments and explanations concerning the relative influence of one factor.</p>	<p>Level 1 (1 mark) Answers rely upon narrative which is not fully coherent. Conclusions frequently are not adequately related to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 2(a) 8 marks	<p>Levels 3-4 (3-4 marks) Candidates display thorough knowledge and understanding of the term opinion polls in a political context and apply, or apply with confidence, an appropriate range of developed concepts and theories enabling a definition of polls and/or public opinion using political vocabulary to analyse political information and provide clear and cogent explanations.</p>	<p>Levels 3-4 (2 marks) Candidates confidently apply a range, or a wide range, of well developed concepts using political vocabulary to explain opinion polls. In an appropriate manner candidates analyse and synthesise political information and construct cogent and coherent arguments and explanations based on relevant factors. Candidates provide analyses which display a sophisticated or sound awareness of concepts relating to issues such as problems of measurement, media exposure, possible impact, alternative sources, etc. The ‘scientific’ aspects of measurement may be discussed. Parallels and connections are identified together with well developed comparisons. There is a clear and full or good evaluation of principal issues, evaluating consequent processes, and related arguments and explanations.</p>	<p>Levels 3-4 (2 marks) Candidates communicate arguments, explanations and conclusions with a clear sense of direction culminating in a conclusion which flows from or is linked to the discussion.</p>

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

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 2(b) 22	<p>Level 4 (10-11 marks)</p> <p>Candidates demonstrate a comprehensive understanding and knowledge of campaign factors which influence recent voting behaviour in general elections. Candidates may draw upon the general election material contained in the stimulus. Candidates may refer to the influence of policies, image, leadership, organisation, media, etc. They may select and analyse other relevant factors or consider the impact of issues which are not part of the official campaigns. They provide examples, producing answers which fully address the requirements of the question and demonstrate excellent contextual awareness. They produce answers which include detailed and comprehensive interpretations or explanations of the significant factors and their impact, with up-to-date examples or references to the stimulus material to substantiate and illustrate points made.</p>	<p>Level 4 (7 marks)</p> <p>Candidates confidently apply a wide range of developed, or well developed, concepts explaining the influence of campaign factors on recent voting behaviour, using appropriate political vocabulary, to analyse and synthesise political information and to construct cogent and coherent arguments and explanations based on the relevant factors. Candidates provide analyses which display a sophisticated awareness of relevant concepts, such as election issues, image, etc. Parallels and connections are identified together with well developed comparisons. There is a clear and full, or good, evaluation of issues, evaluating consequent processes, and related arguments and explanations.</p>	<p>Level 4 (4 marks)</p> <p>Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion which flows from the discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 2(b) (cont)	<p>Level 3 (7-9 marks) Candidates demonstrate sound knowledge of general election campaign factors which have influenced recent voting behaviour, producing answers with a clear attempt at addressing the requirements of the question and demonstrating sound understanding of the issues under discussion. They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.</p>	<p>Level 3 (5-6 marks) Candidates use a limited range of concepts to consider campaign factors which have influenced recent voting behaviour. Basic information is utilised when they begin to construct arguments and explanations. Candidates offer adequate analysis which shows some awareness of concepts, possible differences or similarities. There may be a recognition of basic voting trends which is subject to a basic analysis in some form and which is associated with campaign impact. There is a simple attempt to evaluate arguments and explanations for the differences and distinctions in impact reported. Evaluations of explanations for differences supported with examples.</p>	<p>Level 3 (3 marks) Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 2(b) (cont)	<p>Level 2 (4-6 marks) Candidates demonstrate a basic knowledge of campaign factors which have influenced recent voting behaviour in general elections, though coverage might be unbalanced in terms of either depth or breadth. This imbalance may amount to being a limited attempt at addressing the requirements of the question. Candidates may demonstrate contextual awareness covering part of the question. They produce answers which include a partial but reasonably effective attempt at interpretation or explanation with some not very detailed examples about impact.</p>	<p>Level 2 (3-4 marks) Candidates use a limited range of concepts to consider the influence of campaign factor(s) on recent voting behaviour, and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations concerning the relative influence of one aspect or campaign as opposed to at least one other.</p>	<p>Level 2 (2 marks) Candidates communicate arguments and conclusions adequately with straight forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>
	<p>Level 1 (1-3 marks) Candidates demonstrate slight and incomplete knowledge of campaign factor(s) which have influenced recent voting behaviour, and answers show a limited attempt to address the requirements of the question. There is only superficial awareness of the context of the question with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1-2 marks) Candidates use a very limited range of concepts to consider the impact of campaign factors on recent voting behaviour, and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is minimal recognition of basic parallels and connections together with limited comparisons. There is a very simple attempt to evaluate arguments and explanations concerning the relative influence of one aspect or campaign as opposed to at least one other. Conclusions may be superficial or naïve.</p>	<p>Level 1 (1 mark) Answers rely upon narrative which is not fully coherent. Conclusions are frequently not adequately related to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 3(a) 8 marks	<p>Levels 3-4 (3-4 marks) Candidates display thorough knowledge and understanding of the political concept of share of the popular vote. In appropriate detail, candidates show they appreciate the differences between the national share of the vote won by a party and other factors such as the share or number of seats won, using political vocabulary to analyse political information and provide clear and cogent explanations.</p>	<p>Levels 3-4 (2 marks) Candidates confidently apply a range, or a wide range, of well developed concepts using political vocabulary to explain the term share of the popular vote. In an appropriate manner candidates analyse and synthesise political information and construct cogent and coherent arguments and explanations based on relevant factors. Candidates provide analyses which display a sophisticated or sound awareness of concepts relating to issues such as the relationship between votes cast and seats won. Parallels and connections are identified together with well developed comparisons. There is a clear and full or good evaluation of principles, evaluating consequent processes, and related arguments and explanations.</p>	<p>Levels 3-4 (2 marks) Candidates communicate arguments, explanations and conclusions with a clear sense of direction culminating in a conclusion which flows from, or is linked to, the discussion.</p>

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

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 3(b) 22 marks	<p>Level 4 (10-11 marks) Candidates demonstrate comprehensive understanding and knowledge of the case for and/or against reforming the electoral system for general elections. This may legitimately include the case against as well as for, but this is not a necessity. There should be excellent understanding of the traditional arguments concerning proportionality and fairness, wider representation, etc and/or simplicity, strong government, denial of access to extremists, etc, producing answers which fully address the requirements of the question and demonstrating excellent contextual awareness. Candidates produce answers which may include references to other electoral systems or to technical aspects of representation such as the cube law or the Plant and Jenkins reports - credit should be given but such information is not a necessity. Candidates may consider the politics of electoral reform with up-to-date examples or references to the stimulus material to substantiate and illustrate points made.</p>	<p>Level 4 (7 marks) Candidates confidently apply a wide range of developed, or well developed, concepts to explain the case for (and possibly against) reforming the electoral system for general elections using appropriate political vocabulary. They analyse and synthesise political information regarding the proposition and construct cogent and coherent arguments and explanations based on relevant factors. Candidates provide analyses which display a sophisticated awareness of relevant concepts relating to the proposition, with sound examples. Parallels and connections are identified together with well developed comparisons. There is a clear and full, or good, evaluation of issues, evaluating consequent processes, and related arguments and explanations.</p>	<p>Level 4 (4 marks) Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion which flows from the discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 3(b) (cont)	<p>Level 3 (7-9 marks) Candidates demonstrate sound knowledge and understanding of the case for and/or against reforming the electoral system for general elections, which may involve consideration of counter-arguments, producing answers with a clear attempt at addressing the requirements of the question and demonstrating sound contextual awareness regarding the issues under discussion. They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.</p>	<p>Level 3 (5-6 marks) Candidates use a limited range of concepts to consider the case for and/or against reforming the electoral system for general elections. Basic information is utilised when they begin to construct arguments and explanations regarding the case against and possibly, though not a necessity, the case for. Candidates offer limited analysis which shows some awareness of the worthiness of the case being argued or examined. There is a recognition of basic contrasts but little on parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations for the differences and distinctions reported. Evaluations or explanations for differences will be explicit.</p>	<p>Level 3 (3 marks) Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>

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

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 4(a) 8 marks	Levels 3-4 (3-4 marks) Candidates display thorough knowledge and understanding of the term mandate. In appropriate detail, candidates show they appreciate the differences between having and not having a mandate in an election. There may be an example drawn from beyond the stimulus, but this is not a necessity. Full awareness of current political developments and links to referendums displayed.	Levels 3-4 (2 marks) Candidates confidently apply a range, or a wide range, of well developed concepts using political vocabulary to explain the term mandate. In an appropriate manner candidates analyse and synthesise political information and construct cogent and coherent arguments and explanations based on relevant factors. Candidates provide analyses which display a sophisticated or sound awareness of concepts relating to relevant issues such as legitimacy. Parallels and connections are identified together with well developed comparisons. There is a clear and full or good evaluation of principal issues, consequent processes and related arguments and explanations.	Levels 3-4 (2 marks) Candidates communicate arguments, explanations and conclusions with a clear sense of direction culminating in a conclusion which flows from or is linked to the discussion.

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

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 4(b) 22 marks	<p>Level 4 (10-11 marks) Candidates demonstrate a comprehensive understanding and knowledge of the use of referendums and the links between government and public opinion. They may refer to the difficulties in contemporary representation, legitimisation of constitutional change, arbitration of moral controversy, etc, producing answers which fully address the requirements of the question and demonstrating excellent contextual awareness. They produce answers which include detailed and comprehensive interpretations or explanations of the significant arguments, with up-to-date examples or references to the stimulus material to substantiate and illustrate points made.</p>	<p>Level 4 (7 marks) Candidates confidently apply a wide range of developed or well developed concepts exploring the democratic case for the use of referendums using appropriate political vocabulary. They analyse and synthesise political information and construct cogent and coherent arguments and explanations. Some may argue in terms of encouraging populism rather than democracy. Candidates provide analyses which display a sophisticated awareness of the case for, with sound examples. Parallels and connections are identified together with well developed comparisons. There is a clear and full, or good, evaluation of issues, evaluating consequent processes, and related arguments and explanations. There is analysis of 'extent' as demanded by set question.</p>	<p>Level 4 (4 marks) Candidates communicate arguments, explanations and conclusions with clarity, and produce answers with a clear sense of direction, culminating in a conclusion which flows from the discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 4(b) (cont)	<p>Level 3 (7-9 marks) Candidates demonstrate sound knowledge of the democratic case for the use of referendums, producing answers with a clear attempt at addressing the requirements of the question and demonstrating sound contextual awareness of the issues under discussion. They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.</p>	<p>Level 3 (5-6 marks) Candidates use a sound range of concepts to consider the case for the use of referendums to enhance democracy. Basic information is utilised when they begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of possible resource advantages (and disadvantages). There is recognition of basic contrasts but little on parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations for the case(s) reported. Evaluations of explanations for aspects concerned with the case, differences etc may be superficial and naïve.</p>	<p>Level 3 (3 marks) Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>
	<p>Level 2 (4-6 marks) Candidates demonstrate an outline knowledge of the democratic case for the use of referendums, and make vague or otherwise unbalanced reference to the counter-argument(s) within a limited attempt at addressing the requirements of the question. They may demonstrate contextual awareness covering part of the question. They produce answers which include a partial but reasonably effective attempt at interpretation or explanation with some not very detailed examples about the case and may present the relevant workings/examples regarding the referendums in a simplified form.</p>	<p>Level 2 (3-4 marks) Candidates use a limited range of concepts to consider the democratic case for the use of referendums, and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations concerning the relative influence of one advantage (or disadvantage) as opposed to at least one other.</p>	<p>Level 2 (2 marks) Candidates communicate arguments and conclusions adequately with straightforward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>

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