

Mark scheme June 2003

GCE

Government and Politics

Unit GOV2

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CRITERIA FOR MARKING

Introduction

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

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

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

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

Using a levels of response mark scheme

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

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

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

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

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



ASSESSMENT MATRIX

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



Unit GOV 2 - Parties and Pressure Groups

	Knowledge and	Skills	Communication
	Understanding AO1	AO2	AO3
Question	Levels 3-4	Levels 3-4	Levels 3-4
1(a)	(3-4 marks)	(2 marks)	(2 marks)
8 marks	Candidates will display thorough knowledge and understanding of the concept internal party democracy. In appropriate detail, candidates will show they understand	Candidates confidently apply a range or a wide range of well developed concepts using political vocabulary to explain internal party democracy. In an appropriate manner	Candidates communicate arguments, explanations and conclusions with a clear sense of direction culminating in a conclusion which flows from or is linked to the
	party power structure(s) in so far as providing party members with opportunities to vote on policies, constitutions, candidates. Full awareness of current political developments.	candidates analyse and synthesise political information and construct cogent and coherent arguments and explanations regarding party power structure(s) based on relevant factors. Candidates provide analyses which display a sophisticated or sound awareness of concepts relating to issues such as the influence within the Conservative and/or Labour Party. Parallels and connections are identified together with well developed comparisons. There is a clear and full or good evaluation of principal issues, evaluating consequent processes, and related arguments and	discussion.

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



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



	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question	Level 3	Level 3	Level 3
1(b)	(7-9 marks)	(5-6 marks)	(3 marks)
1(b) (cont'd.)	Candidates demonstrate sound knowledge of developments within the Conservative Party since 1997, producing answers with a clear attempt at addressing the requirements of the question and demonstrate sound contextual awareness regarding the issues under discussion. They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.	Candidates use a sound range of concepts to consider the success of contemporary leaders in initiating change within the Conservative Party. Basic information is utilised when they begin to construct arguments and explanations. Candidates offer adequate analysis which shows some awareness of recent party change(s). There is a recognition of basic contrasts (possibly with the past, or other parties) but little emphasis on parallels and connections together with limited comparisons. There is a logical and clear attempt to make an assessment of the initiatives and developments reported. Evaluations of explanations for differences may be superficial and naïve in one or two respects.	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
Question	Level 2	Level 2	Level 2
1(b)	(4-6 marks)	(3-4 marks)	(2 marks)
(cont'd.)	Candidates demonstrate an outline knowledge of the contemporary Conservative leaders in terms of initiating change but with a limited attempt at addressing the requirements of the question. They may demonstrate contextual awareness covering part of the question. They produce answers which include a partial but reasonably effective attempt at interpretation or explanation with some not very detailed examples about change and reforms.	Candidates use a limited range of concepts to consider the question regarding change within the contemporary Conservative party, and being to construct argument and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a limited recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate the success of initiatives.	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.
	Level 1 (1-3 marks) Candidates demonstrate slight and incomplete knowledge of the contemporary Conservative leaders and their attempts to change the party, and answers show a limited attempt to address the requirements of the question. There is only a superficial awareness of the context of the question with little interpretations or explanation and few examples, often inaccurately reported or inappropriately used.	Level 1 (1-2 marks) Candidates use a very limited range of concepts to consider the reasons why, how or to what extent the contemporary Conservative Party leaders have successfully changed the party and begin to construct arguments and explanations. Candidates offer limited analysis which shows some very limited awareness of factors. There is a minimal recognition of basic parallels and connections together with limited comparisons. There is a very simple attempt to evaluate the level of success of change with very basic arguments and explanations.	Level 1 (1 mark) Answers will rely upon narrative which is not fully coherent. Conclusions will frequently not be adequately related to the preceding discussion.



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	A03
Question	Levels 3-4	Levels 3-4	Levels 3-4
2 (a)	(3-4 marks)	(2 marks)	(2 marks)
8 marks	Candidates will display thorough knowledge and understanding of the political concept of third parties and apply or apply with confidence an appropriate range of developed concepts and theories enabling an identification of parties other than Labour or Conservative with the possibility of Scotland have a differing terminology. Candidates will use political vocabulary to analyse political information and provide clear and cogent explanations.	Candidates confidently apply a range or a wide range of well developed concepts using political vocabulary to explain the term third parties. In an appropriate manner candidates analyse and synthesis political information and construct cogent and coherent arguments and explanations based on relevant factors. Candidates provide analyses which display a sophisticated or sound awareness of appropriate concepts. Parallels and connections are identified together with well developed comparisons. There is a clear and full or good evaluation of principal issues, evaluating consequent processes, and related arguments and explanations.	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	Skills	Communication
AO1	AO2	AO3
Levels 1-2	Levels 1-2	Levels 1-2
(1-2 marks)	(1 mark)	(1 mark)
Candidates display a slight or outline knowledge and understanding of the concept third parties with a limited awareness of distinctions between Labour, Conservative and third parties. Limited interpretation or explanation offered with examples which may be inaccurately or inappropriately used.	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	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.
	AO1 Levels 1-2 (1-2 marks) Candidates display a slight or outline knowledge and understanding of the concept third parties with a limited awareness of distinctions between Labour, Conservative and third parties. Limited interpretation or explanation offered with examples which may be inaccurately or	Understanding AO1 Levels 1-2 (1-2 marks) Candidates display a slight or outline knowledge and understanding of the concept third parties with a limited awareness of distinctions between Labour, Conservative and third parties. Limited interpretation or explanation offered with examples which may be inaccurately or inappropriately used. 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



	Knowledge and	Skills	Communication
	Understanding	4.02	4.02
0 4:	A01	AO2	AO3
Question	Level 4	Level 4	Level 4
2 (b) 22 marks	(10-11 marks) Candidates demonstrate a	(7 marks) Candidates confidently	(4 marks) Candidates communicate
22 marks	comprehensive	apply a wide or range of	arguments, explanations
	understanding and	developed or well	and conclusions with
	knowledge of the party	developed concepts	clarity and produce
	system in terms of the	regarding an analysis of	answers with a clear
	allocation of the popular	party system, using	sense of direction
	vote and the composition	appropriate political	culminating in a
	of Parliament or other	vocabulary, to analyse and	conclusion which flows
	legislative or local	synthesise political	from the discussion.
	government authority.	information and construct	
	Answers may have either	cogent and coherent	
	breadth or depth in the	arguments and	
	manner in which this	explanations based on the	
	question is tackled. They	relevant factors.	
	may refer to the factors	Candidates provide	
	such as the dominant party	analyses which display a	
	system, the two party	sophisticated awareness of	
	system and the multi-party	relevant concepts relating	
	system in an attempt to	to the party dominance	
	reach a conclusion or	amongst the electorate,	
	make an assessment.	Parliament and	
	They will provide examples, producing	government, with sound	
	examples, producing excellent contextual	examples. Parallels and connections are identified	
	awareness. They produce	together with well	
	answers which include	developed comparisons.	
	detailed and	There is a clear and full,	
	comprehensive	or good, evaluation of	
	interpretations or	issues, evaluating	
	explanations of the	consequent processes, and	
	significant differences,	related arguments and	
	with up to date examples	explanations.	
	or references to the	•	
	stimulus material to		
	substantiate and illustrate		
	points made.		



	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question	Level 3	Level 3	Level 3
2 (b)	(7-9 marks)	(5-6 marks)	(3 marks)
2 (b) (cont'd.)	Candidates demonstrate sound knowledge of the party system(s), producing answers with a clear attempt at addressing the requirements of the question and demonstrate sound understanding of the issues under discussion. They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made. The discussion may broaden to encompass the concept of party systems in, particularly Scotland, Wales and N. Ireland.	Candidates use a limited range of concepts to consider the single, two and multi party systems in different parts of the political systems. Basic information is utilised when they being to construct arguments and explanations. Analysis may refer to government, Parliament, electorate/public opinion. Candidates offer adequate analysis which shows some awareness of possible differences or similarities. There may be a recognition of basic contrasts but little on parallels and connections together with limited comparisons, particularly when only one aspect of the debate is examined. There is a simple attempt to evaluate arguments and explanations for the differences and distinctions reported. Evaluations of explanations for differences supported with examples.	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
Question	Level 2	Level 2	Level 2
Question 2 (b) (cont'd.)	(4-6 marks) Candidates demonstrate a basic knowledge of the party system but with a limited attempt at addressing the requirements of the question. They may demonstrate contextual awareness covering part of the question. They produce answers which include a partial but reasonably effective attempt at interpretation or explanation with some not very detailed examples about parties in the	(3-4 marks) Candidates use a limited range of concepts to consider the position of parties in the political system, and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations concerning the party	(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.
	Level 1 (1-3 marks) Candidates demonstrate slight and incomplete knowledge of the party system and answers show a limited attempt to address the requirements of the question. There is only a superficial awareness of the context of the question with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.	Level 1 (1-2 marks) Candidates use a very limited range of concept to consider the nature of the party system, and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a minimal recognition of basic parallels and connections together with limited comparisons. There is a very simple attempt to evaluate arguments and explanations concerning the nature of the party system. Conclusions may be superficial or naïve.	Level 1 (1 mark) Answers will rely upon narrative which is not fully coherent. Conclusions will frequently not be adequately related to the preceding discussion.



UnderstandingAO1AO2AO3Question 3 (a) 3 (a) 8 marksLevels 3-4 (2 marks)Levels 3-4 (2 marks)Candidates confidently apply a range or a wide range of well developed issue politics concept. In appropriate detail, candidates will show they appreciate the differences between single issue and other groups in the customary typology, using political vocabulary to analyse politicalLevels 3-4 (2 marks)Candidates confidently apply a range or a wide range of well developed concepts using political vocabulary to explain the term single issue politics. In an appropriate manner candidates analyse and synthesise political information and construct cogent and coherent arguments and explanations	
3 (a) Candidates will display thorough knowledge and understanding of the single issue politics concept. In appropriate detail, candidates will show they appreciate the differences between single issue and other groups in the customary typology, using political vocabulary to explain the customary typology, using political vocabulary to explain the customary typology, using political vocabulary to explain the conclusions clear sense of direct conclusion which synthesise political information and construct cogent and coherent (2 marks) Candidates confidently apply a range or a wide range of well developed concepts using political vocabulary to explain the term single issue politics. In an appropriate manner candidates analyse and synthesise political information and construct cogent and coherent	
3 (a) Candidates will display thorough knowledge and understanding of the single issue politics concept. In appropriate detail, candidates will show they appreciate the differences between single issue and other groups in the customary typology, using political vocabulary to explain the customary typology, using political vocabulary to explain the customary typology, using political vocabulary to explain the condidates analyse and synthesise political information and construct cogent and coherent (2 marks) Candidates confidently apply a range or a wide range of well developed concepts using political vocabulary to explain the term single issue politics. In an appropriate manner candidates analyse and synthesise political information and construct cogent and coherent	
thorough knowledge and understanding of the single issue politics concept. In appropriate detail, candidates will show they appreciate the differences between single issue and other groups in the customary typology, using political vocabulary to explain the customary typology, using political vocabulary to explain the term single issue politics. In an appropriate manner candidates analyse and synthesise political information and construct cogent and coherent arguments, explain and conclusions clear sense of direction conclusion which discussion.	
understanding of the single issue politics concept. In appropriate detail, candidates will show they appreciate the differences between single issue and other groups in the customary typology, using political vocabulary to explain the term single issue politics. In an appropriate manner candidates analyse and other groups in the customary typology, using political vocabulary to explain the term single issue politics. In an appropriate manner candidates analyse and other groups in the customary typology, using political vocabulary to explain the term single issue politics. In an appropriate manner candidates analyse and other groups in the customary typology, using political vocabulary to explain the term single issue politics. In an appropriate manner candidates analyse and donclusions clear sense of directions and conclusions clear sense of directions are conclusion which discussion.	nunicate
issue politics concept. In appropriate detail, candidates will show they appreciate the differences between single issue and other groups in the customary typology, using political vocabulary to explain the term single issue politics. In an appropriate manner candidates analyse and synthesise political information and construct cogent and coherent clear sense of directly culminating in a conclusion which discussion.	nations
appropriate detail, candidates will show they appreciate the differences between single issue and other groups in the customary typology, using political vocabulary to vocabulary to explain the term single issue politics. In an appropriate manner candidates analyse and synthesise political information and construct cogent and coherent culminating in a conclusion which discussion.	with a
candidates will show they appreciate the differences between single issue and other groups in the customary typology, using political vocabulary to term single issue politics. In an appropriate manner candidates analyse and synthesise political information and construct cogent and coherent conclusion which from or is linked discussion.	ection
appreciate the differences between single issue and other groups in the customary typology, using political vocabulary to In an appropriate manner candidates analyse and synthesise political information and construct cogent and coherent from or is linked discussion.	
between single issue and other groups in the customary typology, using political vocabulary to candidates analyse and synthesise political information and construct cogent and coherent discussion.	
other groups in the customary typology, using political vocabulary to synthesise political information and construct cogent and coherent	to the
customary typology, using political vocabulary to information and construct cogent and coherent	
political vocabulary to cogent and coherent	
analyse political arguments and explanations	
* *	
information and provide based on relevant factors.	
clear and cogent Candidates provide	
explanations. Some may analyses which display a	
refer to political parties or sophisticated or sound	
discuss individual awareness of concepts	
motivations. relating to issues such as	
the pressure group typology	
or to bodies such as NSMs.	
Parallels and connections	
are identified together with	
well developed	
comparisons, particularly	
with the 'old' politics. There is a clear and full or	
good evaluation of principal issues, evaluating	
consequent processes, and	
related arguments and	
explanations.	
explanations.	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question	Levels 1-2	Levels 1-2	Levels 1-2
3 (a)	(1-2 marks)	(1 mark)	(1 mark)
(cont'd.)	Candidates display a slight or outline knowledge and understanding of single-issue politics. There may be a limited awareness of the typology in a limited, or very limited, attempt at addressing the requirements of the set question.	Candidates use a limited range of concepts to consider the term, and begin to construct arguments and explanations. Candidates offer limited analysis or assessment regarding the term single-issue politics. There is a recognition of basic or very basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments. Evaluations or explanations for differences may be superficial and naïve.	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.



	Understanding		Communication
	AO1	AO2	AO3
Question	Level 4	Level4	Level 4
3 (b)	(10-11 marks)	(7 marks)	(4 marks)
22 marks	Candidates demonstrate a	Candidates confidently	Candidates communicate
	comprehensive	apply a wide or range of	arguments, explanations
	understanding and	developed or well	and conclusions with
	knowledge of pressure	developed concepts	clarity and produce
	group activity noting their	regarding explaining both	answers with a clear sense
	changing role and/or	how and why pressure	of direction culminating ir
	influence in the political	groups and pressure group	a conclusion which flows
	system. Candidates may	activity has changed,	from the discussion.
	refer to different	using appropriate political	
	governments' attitudes to	vocabulary, to analyse and	
	pressure groups, the	synthesise political	
	emergence of 'post-	information regarding	
	materialist' groups as well	role, influence, structure,	
	as the rise of new social	behaviour, membership,	
	movements. There may	influence etc and construct	
	be reference to the	cogent and coherent	
	increasing importance of	arguments and	
	direct action producing	explanations based on	
	answers which fully	relevant factors.	
	address the requirements	Candidates provide	
	of the question and	analyses which display a	
	demonstrate excellent	sophisticated awareness of	
	contextual awareness.	relevant concepts relating	
	They produce answers	to different groups with	
	which include detailed and	sound examples. Parallels	
	comprehensive	and connections are	
	interpretations or	identified together with	
	explanations of	well developed	
	role/influence with	comparisons. There is a	
	references to, for example,	clear and full, or good,	
	parliament, government	evaluation of issues,	
	(EU and local), Whitehall	evaluating consequent	
	public opinion, media etc,	processes, and related	
	with up to date examples	arguments and	
	of references to the	explanations.	
	stimulus material to		
	substantiate and illustrate		
	points made.		



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Level 3	Level 3	Level 3
3 (b)	(7-9 marks)	(5-6 marks)	(3 marks)
(cont'd.)	Candidates demonstrate	Candidates use a limited	Candidates communicate
	sound knowledge of	range of concepts to	arguments, explanations
	pressure group change and	consider the nature and	and conclusions well and
	may refer to the	reasons for changes in	produce answers with a
	differences in politics	pressure group politics.	conclusion clearly linked
	concerning the nature of	Basic information is	to the preceding
	interest, changing	utilised when they begin to	discussion.
	government responses,	construct arguments and	
	changing behaviours, and	explanations regarding role	
	changing structures	and/or influence, structures,	
	producing answers with a	memberships, direct action	
	clear attempt at addressing	etc. Candidates offer	
	the requirements of the	limited analysis which	
	question and demonstrate	shows some awareness of	
	sound contextual	possible changes. There is	
	awareness regarding the	a recognition of basic	
	political aspect under	contrasts but little on	
	discussion. They produce	parallels and connections	
	answers which include	together with limited	
	developed and effective	comparisons. There is a	
	interpretations or	simple attempt to evaluate	
	explanations and provide	arguments and explanations	
	clear evidence backed up	for the differences and	
	by good examples to	distinctions reported.	
	illustrate points made.	Evaluations or explanations	
		for differences will be	
		explicit.	



	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 3 (b)	Level 2 (4-6 marks)	Level 2 (3-4 marks)	Level 2 (2 marks)
(cont'd.)	Candidates demonstrate an outline knowledge of changing pressure groups politics and may or may not address more than two or three dimensions in their explanation, but either way with a limited attempt at addressing the requirements of the question. They may demonstrate contextual awareness covering part of the question. They produce answers which include a partial but reasonably effective attempt at interpretation or explanation with some not very detailed examples.	Candidates use a limited range of concepts to consider the nature and reasons for changing pressure group politics, and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations concerning two or three aspects of change.	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 (1-3 marks) Candidates demonstrate slight and incomplete knowledge of changing pressure group, politics and answers show a limited attempt to address the requirements of the question. There is only a superficial awareness of the context of the question with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.	Level 1 (1-2 marks) Candidates use a very limited range of concepts to consider the changing politics of pressure groups in the political system, and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a minimal recognition of basic parallels and connections together with limited comparisons. There is a very simple attempt to evaluate arguments and explanations concerning change.	Level 1 (1 mark) Answers will 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	Levels 3-4	Levels 3-4	Levels 3-4
4 (a)	(3-4 marks)	(2 marks)	(2 marks)
8 marks	Candidates will display thorough knowledge and understanding of the political concept insider groups. In appropriate detail, candidates will show they appreciate the differences between insider and other forms of pressure groups. Examples to support points made. Full awareness of current political developments.	Candidates confidently apply a range or a wide range of well developed concepts using political vocabulary to explain insider groups. In an appropriate manner candidates analyse and synthesise political information and construct cogent and coherent arguments and explanations based on relevant factors. Candidates provide analyses which display a sophisticated or sound awareness of concepts relating to issues such as contrasts with other forms of pressure groups. Parallels and connections are identified together with well developed comparisons. There is a clear and full or good evaluation of principal issues, evaluating consequent processes, and related arguments and explanations.	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	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Levels 1-2	Levels 1-2	Levels 1-2
4 (a)	(1-2 marks)	(1 mark)	(1 mark)
(cont'd.)	Candidates display a slight	Candidates use a limited	Candidates
	or outline knowledge and	range of concepts to explain	communicate arguments
	understanding of the	the term insider groups, and	and conclusions
	political concept insider	begin to construct arguments	adequately with straight-
	groups. There may be a	and explanations. Candidates	
	limited awareness of	offer limited analysis or	explanation. A
	current developments and	assessment which shows	conclusion may be
	controversies within a	some awareness of relevant	offered but its
	limited, or very limited,	issues. There is a recognition	relationship to the
	attempt at addressing the	of basic parallels and	preceding discussion
	requirements of the set	connections together with	may be modest or
	question. Limited	limited comparisons or	implicit.
	explanation or	contracts with other forms of	
	interpretation offered with	pressure group. There is a	
	examples which may be	simple attempt to evaluate	
	inaccurately or	arguments and explanations	
	inappropriately used.	for the term. Evaluations or	
		explanations for differences	
		with other forms may be	
		superficial and naïve.	



	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question	Level 4	Level 4	Level 4
4 (b)	(10-11 marks)	(7 marks)	(4 marks)
22 marks	Candidates demonstrate a	Candidates confidently apply	Candidates
			,



	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 4 (b) (cont'd.)	Candidates demonstrate sound knowledge of pressure group resources and are likely to report on the differences between insider and outsider groups, producing answers with a clear attempt at addressing the requirements of the question and demonstrate sound contextual awareness of the issues under discussion. They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.	Level 3 (5-6 marks) Candidates use a sound range of concepts to consider the possible differences between outsider and other pressure group resources, strategies, political goals etc. Basic information is utilised when they begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of possible resources etc differences. There is a recognition of basic contrasts but little on parallels and connections together with limited comparisons. Where other resources are discussed, there may be a comparison with the resource of public support and indirect influence on policy-making. There is a simple attempt to evaluate arguments and explanations for the differences and distinctions reported. Evaluations of explanations for differences may be superficial and naïve.	Level 3 (3 marks) Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.



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



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Level 1	Levels 1	Level 1
4 (b)	(1-3 marks)	(1-2 marks)	(1 mark)
(cont'd.)	Candidates demonstrate	Candidates use a very limited	Answers will rely upon
	slight and incomplete	range of concepts to consider	narrative which is not
	knowledge of pressure	outsider group resources in	fully coherent.
	group resources	relation to the policy process,	Conclusions will
	generally and any	and begin to construct	frequently not be
	references to the	arguments and explanations.	adequately related to the
	differences between	Candidates offer limited	preceding discussion.
	outsider and other	analysis which shows some	
	groups are likely to be	awareness of factors. There is a	
	vague or inaccurate,	minimal recognition of basic	
	and answers show a	parallels and connections	
	limited attempt to	together with limited	
	address the	comparisons. There is a very	
	requirements of the	simple attempt to evaluate	
	question. There is only	arguments and explanations	
	a superficial awareness	concerning the relative	
	of the context of the	influence of one resource as	
	question with little	opposed to at least one other or	
	interpretation or	to alternative strategies etc.	
	explanation and few		
	examples, often		
	inaccurately reported or		
	inappropriately used.		

