

Mark scheme June 2003

GCE

Government and Politics

Unit GOV6

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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 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 straightforward 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 are 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 6 - The Politics of Northern Ireland, Scotland and Wales

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question	Levels 3-4	Levels 3-4	Levels 3-4
1(a)	(2 marks)	(3-4 marks)	(2 marks)
8 marks	Candidates demonstrate a good understanding of the term 'devolved legislative power'.	Candidates apply an appropriate range of concepts and theories (e.g. devolution, legislation) and use appropriate political vocabulary to construct clear and cogent arguments.	Candidates communicate arguments and conclusions with a clear sense of direction culminating in a conclusion which flows from or is linked to the discussion.
	Levels 1-2 (1-mark) Candidates demonstrate an outline understanding of the term 'devolved legislative power'.	Levels 1-2 (1-2 marks) Candidates apply a limited range of concepts and theories, offering a limited analysis of the reasons and simple explanations.	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.

	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Level 4	Level 4	Levels 3-4
1(b)	(5-6 marks)	(4 marks)	(2 marks)
12 marks	Candidates demonstrate a comprehensive knowledge and understanding from extract and own knowledge 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 how/why devolution has not altered the constitutional status of Scotland within the UK (e.g. Westminster Parliament remains Sovereign; devolution not independence; basic rights of citizens apply throughout UK).	Candidates confidently apply a wide range of well developed concepts (e.g. devolution, independence, sovereignty) using appropriate political vocabulary to analyse and synthesise political information. Candidates display a sophisticated awareness of concepts and a clear recognition of issues. Parallels and connections are identified (e.g. with Wales) together with well developed comparisons.	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 1(b) (cont'd)	Level 3 (3-4 marks) Candidates demonstrate a sound knowledge and understanding from the extract and own knowledge producing answers with a clear attempt to fully address the requirements of the question. Candidates demonstrate sound contextual awareness. They produce answers which include developed and effective interpretations or explanations of how/why devolution has not altered the constitutional status of Scotland within the UK (e.g. Westminster Parliament remains Sovereign; devolution not independence; basic rights of citizens apply throughout UK).	Level 3 (3 marks) Candidates apply a range of developed concepts, (e.g. devolution, sovereignty) using appropriate political vocabulary to analyse and synthesise political information. Candidates display an awareness of differing viewpoints. Parallels and connections are identified (e.g. with Wales) together with some comparisons.	AO3 See level above.
	Levels 1-2 (1-2 marks) Candidates demonstrate an outline knowledge and understanding from the extract and own knowledge producing answers with a limited attempt to address the requirements of the question and which may demonstrate contextual awareness covering part of the question. They produce answers which include a partial but reasonably effective attempt at interpretations or explanations with some not very detailed examples to illustrate points.	Levels 1-2 (1-2 marks) Candidates apply a limited range of concepts and theories. Candidates offer limited analysis which shows some awareness of viewpoints. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple or no attempt to evaluate significance.	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.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question	Level 4	Level 4	Level 4
1(c)	(7-8 marks)	(7-8 marks)	(4 marks)
1(c) 20 marks	(7-8 marks) Candidates demonstrate comprehensive knowledge and understanding from the extract and own knowledge of the extent to which the Scottish Parliament represents a 'stepping stone to independence'. They produce answers which fully address the requirements of the question and demonstrate excellent contextual awareness (e.g. political factors giving rise to devolution). They produce answers which include detailed and comprehensive interpretations or explanations and provide up to date examples (e.g. of policy decisions by Scottish Parliaments since 1999 and election results in Scotland post- devolution) to illustrate points made.	(7-8 marks) Candidates apply a comprehensive range of well developed concepts (e.g. devolution, independence, accountability) and theories using appropriate political vocabulary to analyse and synthesise information. Candidates display a sophisticated awareness of concepts and a clear recognition of issues such as sovereignty and legitimacy. Parallels and connections (e.g. with Wales and Northern Ireland), are identified together with well developed comparisons.	(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.

	Knowledge and	Skills	Communication
	Understanding AO1	AO2	AO3
Question	Level 3	Level 3	Level 3
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1(c) (cont'd)	(5-6 marks) Candidates demonstrate a sound knowledge and understanding from the extract and own knowledge of the extent to which the Scottish Parliament represents a stepping stone to independence. They produce answers with a clear attempt to address the requirements of the question and demonstrate sound contextual awareness (e.g. political factors giving rise to devolution). They produce answers which include developed and effective interpretations or explanations and provide good examples (e.g. of policy examples from the Scottish Parliament) to illustrate points made.	(5-6 marks) Candidates apply a range of developed concepts (e.g. devolution, independence) and theories using political vocabulary to analyse and synthesise information. Candidates display an awareness of differing viewpoints and a recognition of issues. Parallels and connections, for example with Wales and Northern Ireland, are identified together with some comparisons.	(3 marks) Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.
	Levels 2 (3-4 marks) Candidates demonstrate an outline knowledge and understanding of the extent to which the Scottish Parliament represents a stepping stone to independence. Answers may demonstrate contextual awareness covering part of the question. They produce answers which include partial but reasonably effective interpretations or explanations, and some not very detailed examples to illustrate points.	Levels 2 (3-4 marks) Candidates apply a limited range of concepts and theories. Candidates display an awareness of differing viewpoints and begin to construct arguments and explanations. They 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 explanations.	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.

	Knowledge and Understanding	Skills	Communication
	A01	AO2	AO3
Question	Level 1	Level 1	Level 1
1(c)	(1-2 marks)	(1-2 marks)	(1 mark)
(cont'd)	Candidates demonstrate slight and incomplete knowledge and understanding of the extent to which the Scottish Parliament represents a stepping stone for independence, producing answers with a limited attempt to address the requirements of the question and which demonstrate only superficial contextual awareness with little interpretation or explanation and few examples often inaccurately reported or inappropriately used.	Candidates' discussion is not supported by use of concepts. Arguments and explanations are not fully constructed. Analysis does not show awareness of differing viewpoints and very few parallels and connections are made to establish comparison. Evaluations and explanations are superficial and naïve.	Answers rely on narrative which is not fully coherent. Conclusions are not adequately related to the preceding discussion.

Question 2 Level 4 Level 4 Level 4 (7-8 marks) 40 marks Candidates demonstrate comprehensive knowledge and understanding of the political influence of nationalist parties in Scotland and Wales (e.g. Candidates apply a comprehensive range of well developed concepts (e.g. nationalism, independence, devolution) and conclust clarity and parties in independence, devolution) Scotland and Wales (e.g. and theories using sense of directions	unication
Question 2 40 marksLevel 4 (13-16 marks)Level 4 (13-16 marks)Level 4 (7-8 marks)Candidates demonstrate comprehensive knowledge and understanding of the political influence of nationalist parties in Scotland and Wales (e.g.Candidates apply a comprehensive range of well developed concepts (e.g. nationalism, independence, devolution) and theories usingCandidates arguments, and conclust clarity and parties in sense of direction	.03
40 marks Candidates demonstrate comprehensive knowledge and understanding of the political influence of nationalist parties in Scotland and Wales (e.g. (13-16 marks) Candidates apply a comprehensive range of well developed concepts (e.g. nationalism, independence, devolution) and theories using (7-8 marks) Candidates arguments, and conclus clarity and parties in sense of dir	
comprehensive knowledge and understanding of the political influence of nationalist parties in Scotland and Wales (e.g. and theories using comprehensive range of well developed concepts (e.g. nationalism, independence, devolution) answers with sense of directions.)
and understanding of the political influence of nationalist parties in Scotland and Wales (e.g. mationalism, independence, devolution) and theories using and conclus clarity and parties in and theories using sense of directions.	communicate
political influence of nationalist parties in Scotland and Wales (e.g. and theories using clarity and parties in sense of dir	explanations
nationalist parties in Scotland and Wales (e.g. independence, devolution) answers with any theories using sense of directions.	
Scotland and Wales (e.g. and theories using sense of dir	
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alactoral norformance role appropriate political culminating	
	which flows
and Westminster). synthesise information. from the dis	scussion.
Answers fully address the Candidates display a	
requirements of the sophisticated awareness of	
question and demonstrate concepts, and a clear	
excellent contextual recognition of issues such	
awareness (e.g. nature of as divisions between	
Scottish and Welsh different traditions.	
nationalism, changing Parallels and connections	
influences pre/post (e.g. believes Scottish and	
devolution). Candidates Welsh nationalism) are	
produce answers which identified together with well developed	
r	
comprehensive comparisons.	
explanations and provide	
up to date examples to	
illustrate points made.	
musuate points made.	

	Knowledge and	Skills	Communication
	Understanding	100	4.02
	AO1	AO2	AO3
Question 2	Level 3	Level 3	Level 3
(cont'd)	(9-12 marks)	(9-12 marks)	(5-6 marks)
	Candidates demonstrate a	Candidates apply a wide	Candidates communicate
	sound knowledge and	range of developed	arguments, explanations
	understanding of the	concepts (e.g. devolution,	and conclusions well and
	political influence of	nationalism) and theories	produce answers with a
	nationalist parties in	using political vocabulary	conclusion clearly linked
	Scotland and Wales (e.g.	to analyse and synthesise	to the preceding
	electoral performance, role	information. Candidates	discussion.
	in devolved assemblies	display an awareness of	
	and Westminster). They	differing viewpoints and a	
	produce answers with a	recognition of issues.	
	clear attempt at addressing	Parallels and connections	
	the requirements of the	(e.g. between Scottish and	
	question and they	Welsh nationalism) are	
	demonstrate sound	identified together with	
	contextual awareness (e.g.	some comparisons.	
	nature of Scottish and	-	
	Welsh nationalism). They		
	produce answers which		
	include developed and		
	effective interpretations or		
	explanations and provide		
	clear evidence backed up		
	by good examples to		
	illustrate points made.		
	F		

	Knowledge and Understanding	Skills	Communication
		AO2	AO3
Question 2 (cont'd)	Level 2 (5-8 marks) Candidates demonstrate outline knowledge and understanding of the political influence of nationalist parties in Scotland and Wales (e.g. electoral performance, role in devolved assemblies and Westminster). Answers may demonstrate a limited attempt at addressing the requirements of the question. Candidates demonstrate contextual awareness. They produce answers which include a partial but reasonably effective attempt at interpretations or explanations and produce not very detailed examples	Level 2 (5-8 marks) Candidates apply a limited range of concepts and theories. Candidates display an awareness of differing viewpoints and traditions and begin to construct arguments and explanations. They 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 explanations.	Level 2 (3-4 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 (1-4 marks) Candidates demonstrate slight and incomplete knowledge of the political influence of nationalist parties in Scotland and Wales (e.g. electoral performance, role in devolved assemblies and Westminster) and of attempted solutions. Answers may demonstrate a limited attempt at addressing the requirements of the question. They demonstrate only superficial contextual awareness with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.	Level 1 (1-4 marks) Candidates' discussion is not supported by use of concepts. Arguments and explanations are not fully constructed. Analysis does not show awareness of differing viewpoints and very few parallels and connections are made to establish comparison. Evaluations and explanations are superficial and naïve.	Level 1 (1-2 marks) Answers rely on a narrative which is not fully coherent. Conclusions are frequently not adequately related to the preceding discussion.

	Knowledge and	Skills	Communication
	Understanding		
	A01	AO2	AO3
Question 3	Level 4	Level 4	Level 4
40 marks	(13-16 marks)	(13-16 marks)	(7-8 marks)
	Candidates demonstrate	Candidates apply a	Candidates communicate
	comprehensive knowledge	comprehensive range of	arguments, explanations
	and understanding of the	well developed concepts	and conclusions with
	religious and other reasons	(e.g. sectarianism, power-	clarity and produce
	underlying the Northern	sharing, unionism,	answers with a clear sense
	Ireland issue. Answers	nationalism) and theories	of direction culminating in
	fully address the	using appropriate political	a conclusion which flows
	requirements of the	vocabulary to analyse and	from the discussion.
	question and demonstrate	synthesise information	
	excellent contextual	regarding the causes of the	
	awareness (e.g. social,	Northern Ireland issue.	
	cultural and historical	Candidates display a	
	factors; attempted	sophisticated awareness of	
	solutions). Candidates	concepts, and a clear	
	produce answers which	recognition of issues such	
	include detailed and	as divisions between	
	comprehensive	different traditions.	
	interpretations or	Parallels (e.g. with	
	explanations and provide	Scottish and Welsh	
	up to date examples to	nationalism) and	
	illustrate points made.	connections (e.g. between	
		religious and other	
		factors) are identified	
		together with well	
		developed comparisons.	
		There is a clear and full	
		evaluation of 'simply' and	
		'to what extent'.	

Question 3 (cont'd) Level 3 (9-12 marks) Level 3 (9-12 marks) Level 3 (5-6 marks) Candidates demonstrate a sound knowledge and understanding of the religious reasons underlying the Northern concepts (e.g. Unionism, Nationalism) and theories using political vocabulary produce answ conclusion cl	xplanations
(cont'd) (9-12 marks) Candidates demonstrate a sound knowledge and understanding of the religious reasons underlying the Northern (9-12 marks) Candidates apply a wide range of developed concepts (e.g. Unionism, Nationalism) and theories using political vocabulary (5-6 marks) Candidates co arguments, examples and conclusion produce answ conclusion cl	xplanations
Candidates demonstrate a sound knowledge and understanding of the religious reasons underlying the Northern Candidates apply a wide range of developed arguments, examples and conclusion produce answ conclusion classics.	xplanations
sound knowledge and understanding of the religious reasons underlying the Northern range of developed concepts (e.g. Unionism, Nationalism) and theories using political vocabulary conclusion cl	xplanations
understanding of the religious reasons underlying the Northern concepts (e.g. Unionism, Nationalism) and theories using political vocabulary and conclusion cl	
religious reasons underlying the Northern Nationalism) and theories using political vocabulary produce answ conclusion cl	ons well and
underlying the Northern using political vocabulary conclusion cl	
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	-
Ireland issue. They to analyse and synthesise to the preceding	ing
produce answers with a information regarding the discussion.	
clear attempt at addressing causes of the Northern	
the requirements of the Ireland issue. Candidates	
question and they display an awareness of	
demonstrate sound differing viewpoints and a	
contextual awareness (e.g. recognition of issues such	
social, historical, cultural as divisions between	
factors the 1998 Peace different traditions.	
Agreement). They Parallels and connections	
produce answers which (e.g. between religious and	
include developed and other unusual factors) are	
effective interpretations or identified together with	
explanations and provide some comparisons. There	
clear evidence backed up is a good evaluation 'to	
by good examples to what extent'.	
illustrate points made.	

	Knowledge and	Skills	Communication
	Understanding	4.02	1.02
Question 3	AO1 Level 2	AO2 Level 2	AO3 Level 2
(cont'd)	(5-8 marks) Candidates demonstrate an outline knowledge and understanding of the reasons underlying the Northern Ireland issue, and of attempted solutions. Answers may demonstrate a limited attempt at addressing the requirements of the question. Candidates demonstrate contextual awareness. They produce answers which include a partial but reasonably effective attempt at interpretations or explanations and produce not very detailed examples to illustrate points made.	(5-8 marks) Candidates apply a limited range of concepts and theories regarding the causes of the Northern Ireland issue. Candidates display an awareness of differing viewpoints and traditions and begin to construct arguments and explanations. They 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 'to what extent'.	(3-4 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 (1-4 marks) Candidates demonstrate slight and incomplete knowledge of the historical, political, cultural and other reasons underlying the Northern Ireland issue. Answers may demonstrate a limited attempt at addressing the requirements of the question. They demonstrate only superficial contextual awareness with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.	Level 1 (1-4 marks) Candidates' discussion is not supported by use of concepts. Arguments and explanations are not fully constructed. Analysis does not show awareness of differing viewpoints and very few parallels and connections are made to establish comparison. Evaluations and explanations are superficial and naïve. There is no attempt to address 'to what extent' or 'simply'.	Level 1 (1-4 marks) Answers rely on a narrative which is not fully coherent. Conclusions are not adequately related to the preceding discussion.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 4	Level 4	Level 4	Level 4
Question 4 40 marks	Level 4 (13-16 marks) Candidates demonstrate a comprehensive knowledge and understanding of the implications of establishing the Welsh Assembly (e.g. accountable to Welsh electorate). Answers fully address the requirements of the question and demonstrate excellent contextual awareness (e.g. factors giving use to devolution, intent of devolved powers). Candidates produce	Level 4 (13-16 marks) Candidates apply a comprehensive range of well developed concepts (e.g. accountability, nationalism) and theories using appropriate political vocabulary to analyse and synthesise information (such as continuing role of Westminster and Whitehall). Candidates display a sophisticated awareness of concepts, and a clear recognition of issues such as divisions between different	
	answers which include detailed and comprehensive interpretations or explanations and provide up to date examples to illustrate points made (e.g. policies pursued by Welsh Assembly).	traditions. Parallels and connections (e.g. with Scottish Parliament and Northern Ireland Assembly) are identified together with well developed comparisons. There is a clear and full evaluation of 'more accountable' and 'in practice'.	



	Knowledge and	Skills	Communication
	Understanding AO1	AO2	AO3
Question 4	Level 3	Level 3	Level 3
(cont'd)	(9-12 marks) Candidates demonstrate a sound knowledge and understanding of the implications of establishing the Welsh Assembly solutions. They produce answers with a clear attempt at addressing the requirements of the question and they demonstrate sound contextual awareness (e.g. extent of devolved powers, electoral implications). They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.	(9-12 marks) Candidates apply a wide range of developed concepts (e.g. accountability) and theories using political vocabulary to analyse and synthesise information. Candidates display an awareness of differing viewpoints and a recognition of issues. Parallels and connections (e.g. with Scottish Parliament) are identified together with some comparisons. There is a good evaluation of 'more accountable' and 'in practice'.	(5-6 marks) Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.
	Level 2 (5-8 marks) Candidates demonstrate an outline knowledge and understanding of the implications of establishing the Welsh Assembly. Answers may demonstrate a limited attempt at addressing the requirements of the question. Candidates demonstrate contextual awareness. They produce answers which include a partial but reasonably effective attempt at interpretations or explanations and produce not very detailed examples to illustrate points made.	Level 2 (5-8 marks) Candidates apply a limited range of concepts and theories. Candidates display an awareness of differing viewpoints and begin to construct arguments and explanations. They 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 'more accountable' and/or 'in practice'.	Level 2 (3-4 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.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 4	Level 1	Level 1.	Level 1.
(cont'd)	(1-4 marks) Candidates demonstrate slight and incomplete knowledge of the implications of establishing the Welsh Assembly. Answers may demonstrate a limited attempt at addressing the requirements of the question. They demonstrate only	(1-4 marks) Candidates' discussion is not supported by use of concepts. Arguments and explanations are not fully constructed. Analysis does not show awareness of differing viewpoints and very few parallels and connections are made to establish comparison. Evaluations and	(1-2 marks)
	superficial contextual awareness with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.	explanations and explanations are superficial and naïve. There is no attempt to evaluate 'more accountable' or 'in practice'.	

