

ASSESSMENT and QUALIFICATIONS ALLIANCE

# Mark scheme January 2003

## GCE

### **Government and Politics**

### Unit GOV2

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#### **Unit 8: Government and Politics**

#### Criteria for marking

#### Introduction

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

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

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

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

#### Using a levels of response mark scheme

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

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

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

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

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

#### Assessment matrix

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

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

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Section A	Power		
Section A Question A1 40 marks	Power In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able bring to the discussion. Hence, any specification of knowledge requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.	As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view, it is important that material included is liked logically within the framework of a relevant essay. Answers will be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the appropriateness of the examples and the internal logic of the discussion.	
	Level 4 (13-16 marks) Candidates demonstrate a comprehensive knowledge of the nature of political power and the forms it may take. They will also understand the idea that power corrupts. They may comment on the Ancient Greek notion of the three corrupt forms of the state: monarchy to tyranny, aristocracy to oligarchy, democracy to mob rule. They will offer a definition of corruption and various degrees of corruption.	Level 4 (13-16 marks) Candidates recognise that the essence of the question is fundamental to the wielding of state power and is tied in with the idea that power tends to corrupt. They confidently apply a wide range of fully developed concepts and theories to analyse and synthesise information relating to political power, corruption and the role of constitutions They offer clear and unambiguous definitions of these concepts. They analyse	Level 4 (7-8 marks) Candidates use correct English grammar with excellent style. They communicate arguments, explanations and conclusions with clarity using detailed and sophisticated political vocabulary. They produce answers with a clear sense of direction and strong structure, culminating in a conclusion that flows from the discussion.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question	Level 4	Level 4	1100
A1 (cont)	(cont)	(cont)	
	They will show that they	the ways in which various	
	understand the concept of a	constitutional instruments, rules	
	constitution and the nature of	and conventions operate to limit	
	constitutional government.	the actions of governments and	
	They will demonstrate	ministers. They introduce and	
	detailed knowledge and	explain related concepts such as	
	understanding of the various	unconstitutional government,	
	ways in which rulers and	constitutional entrenchment, the	
	governments may act	separation of powers, judicial	
	corruptly such as bribery,	review, the rule of law, and	
	nepotism, cronyism,	parliamentary sovereignty.	
	appointment to quangos and	They examine the relative	
	other public bodies,	merits of written and unwritten	
	acceptance of bribes and	constitutions They will discuss	
	'sweeteners', dispensation of	whether constitutions in	
	honours in return for favours,	themselves are a sufficient	
	acceptance of donations to	safeguard against the misuse of	
	party funds, electoral	power. They will note that	
	malpractice.	some can be no more than	
	They will offer as illustration	'paper constitutions'. They also	
	a wide variety of examples of	look at sources of power	
	corrupt, or questionable behaviour, from politicians	beyond the institutions of government including	
	such as cash for questions,	bureaucracies, private	
	local government corruption	corporations, the media and	
	such as Westminster (houses	note the pressure they place on	
	for votes) or 'Donnygate', the	governments. Throughout they	
	Bernie Ecclestone affair,	construct cogent and coherent	
	Clinton and Monica	arguments and explanations.	
	Lewisnsky, Watergate,	Candidates provide analyses	
	Irangate, President Bush's	that display a sophisticated	
	election and his relationship	awareness of differing	
	with private sector backers.	viewpoints on the nature of	
	They may (but this is not a	political corruption and a clear	
	necessary condition) bring in	recognition of associated issues.	
	examples from a wide range	Parallels, causal links and	
	of polities.	connections are identified,	
	They will also have detailed	together with well-developed	
	knowledge and understanding	comparisons. There is a clear	
	of the role of constitutions in	and full evaluation of different	
	placing limits on the holders	types of constitutions and their	
	of state power (i.e.	relative merits in promoting	
	government and ministers)	constitutional government.	
	such as the separation of	Candidates select a wide range	
	powers, checks and balances,	of relevant examples such as	
	bills of rights, limited terms	those given in AO1 from their	

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

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

	Knowledge and	Skills	Communication
	Understanding	AO2	4.02
Question	AO1 Level 3	A02 Level 3	AO3
A1 (cont)	(cont)	(cont)	
	ombudsmen, the	material from much of the	
	parliamentary Commissioner	specification. They will draw	
	for Standards.	material from much of the	
	They will produce answers showing a clear attempt at	specification. They demonstrate an ability to draw	
	addressing the requirements	parallels and make comparisons	
	of the question and	and to use these in constructing	
	demonstrating sound	arguments and discussions that	
	contextual awareness. They	cover the subject fairly widely.	
	produce answers that include		
	developed and effective		
	interpretations or		
	explanations and provide clear evidence backed up by		
	good examples drawn from a		
	wide range within the		
	specification to illustrate		
	points made.		
	Level 2	Level 2	Level 2
	(5–8 marks)	(5–8 marks)	(3–4 marks)
	Candidates demonstrate an	Candidates use a limited range	Candidates use reasonable
	outline knowledge of	of concepts and theories to	English grammar, not
	the nature of political power	consider information on	necessarily with sound
	and the forms it may take.	political power and corruption.	style. They communicate
	They will not fully understand the idea that	They do not fully recognise that the essence of the question is	answers and conclusions fairly adequately with
	power corrupts. They will	fundamental to the wielding of	straightforward narrative
	offer a limited definition of	state power and is tied in with	and/or explanation. A
	corruption and say little if	the idea that power tends to	conclusion may be offered
	anything on various degrees	corrupt.	but its relationship to the
	of corruption.	They apply a limited range of	preceding discussion may
	They will show weak	concepts and few, if any,	be modest or implicit.
	understanding of the concept	theories to analyse and	Answers are only loosely
	of a constitution and the nature of constitutional	synthesise information relating to political power, corruption	structured.
	government. They will	and the role of constitutions.	
	demonstrate only limited	They offer unambiguous	
	knowledge and understanding	definitions of these concepts.	
	of the various ways in which	They do not fully address the	
	rulers and governments may	ways in which various	
	act corruptly such as bribery,	constitutional instruments, rules	
	nepotism, cronyism,	and conventions operate to limit	
	appointment to quangos and other public bodies,	the actions of governments and ministers.	
	acceptance of bribes and	They do not go into related	
	'sweeteners', dispensation of	They do not go into related	
	sweeteners, dispensation of	l	l

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

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

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A2 40 marks	AO1 In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.	AO2 As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view, it is important that material included is liked logically within the framework of a relevant essay. Answers will be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.	A03
	Level 4 (13–16 marks) Candidates will demonstrate detailed and accurate knowledge of the concept of a political elite as consisting of those monopolising positions of authority at the head of the leading institutions of the state. They will fully understand subtle distinctions between the concepts of a state elite and power elite. They will have advanced knowledge and understanding of the backgrounds of state actors in key institutions such as MPs, cabinet ministers,	Level 4 (13–16 marks) In their analysis candidates will clearly recognise that the essential question is asking about how the distribution of political power in Britain (and perhaps the USA) has evolved up to the 21st century. They will also fully recognise and confidently analyse patterns of elite power behind the formal institutional facade of government. Their analysis will skilfully examine the proposition that certain social groups having similarity in social	Level 4 (7–8 marks) Candidates use correct English grammar with excellent style. They communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction and strong structure, culminating in a conclusion that flows from the discussion.

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

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

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

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

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

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

	Knowledge and	Skills	Communication
	Understanding	4.02	4.02
	AO1 Level 2	AO2 Level 2	AO3
Question			
A2 (cont)	(cont) understanding of ideology	(cont) from a wider social background	
	and its relationship with the	into the state apparatus. They	
	pattern of power. They will	will not make much of the	
	demonstrate only inaccurate	phrase in the extract saying that	
	knowledge and understanding	'New Labour can <i>govern</i> , but it	
	of relevant theoretical	cannot <i>rule</i> '.	
	perspectives such as elitism,	They will not fully analyse the	
	pluralism, neo-pluralism,	factor of development over	
	Marxism, neo-Marxism.	time, and will not make much	
	They will also little, if any,	of the claims of recent	
	theoretical understanding of	governments (Wilson,	
	those aspects of political	Thatcher, Blair) had become a	
	culture that impinge upon the	'classless' and more	
	question of elitism such as	meritocratic society.	
	patriarchy, sexism and	They will introduce only a few	
	racism.	examples of important cases	
	There will be little knowledge	drawn from the specification.	
	and understanding of patterns	They may identify some trends	
	of change in the distribution	in modern society.	
	of power within society.	They will be not be able to fully	
	Candidates will show little	support their arguments with	
	understanding of the claims that Britain has become a	examples such as those outlined in AO1, and these will be	
	'classless' and more	drawn from a limited part of the	
	meritocratic society. They	specification.	
	will have little or no	They will begin to construct	
	knowledge of 'classlessness'	arguments and explanations but	
	and meritocracy in the USA.	will not take them far.	
	They will produce a narrow	Candidates offer limited	
	range of examples to illustrate	analyses that show only limited	
	their arguments. They will	awareness of differing	
	also say little on the	viewpoints. There is only	
	background of various	limited a recognition of	
	political actors and the	parallels, causal relationships	
	relationship of political actors	and connections, together with	
	to leaders in other sectors of	limited comparisons. There is a	
	the economy and society	simplistic attempt to evaluate.	
	(Church, Medicine, academia,	Candidates demonstrate some	
	business etc.)	ability to draw parallels and	
	Candidates produce answers	make comparisons from a	
	that include a partial but	limited range of the	
	reasonably effective attempt	specification. These may be	
	at interpretations or	used in a general way in	
	explanations, with some not	constructing arguments.	
	very detailed examples to		
	illustrate points.		

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

	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Section B	Participation and		
	Representation		
Question D1	In this synoptic question there are no limits to the areas of	As with the knowledge and	
B1 40 Marks	knowledge that a candidate	understanding category, the synoptic nature of the essays	
40 WIAI KS	may feel able bring to the	leaves open a wide range of	
	discussion. Hence, any	approaches to analysis and the	
	specification of knowledge	following skills specification is	
	and understanding	indicative rather than definitive.	
	requirements can only be	As in many political issues	
	indicative. Candidates are	there is no right or wrong	
	not expected to include all the	answer to this question.	
	material indicated below. On	Candidates may support the	
	the other hand they may	statement, reject it, or sit on the	
	successfully include material not indicated here.	fence. Answers are not to be judged merely on the width of	
	not indicated here.	the synoptic view, it is	
		important that material included	
		is liked logically within the	
		framework of a relevant essay.	
		Answers will be judged on	
		factors such as the quality of	
		the argument, the depth of	
		knowledge and understanding,	
		the degree of synopticity, the	
		appropriateness of the examples	
		and the internal logic of the discussion.	
	Level 4	Level 4	Level 4
	(13–16 marks)	(13–16 marks)	(7–8 marks)
	Candidates demonstrate a	Candidates confidently apply a	Candidates communicate
	comprehensive knowledge	wide range of fully developed	arguments, explanations
	and understanding of the	concepts and theories relating	and conclusions with clarity
	concepts the modern political	to forms of representation and	and produce answers with a
	system and citizen	participation, using detailed	clear sense of direction and
	participation. They also	political vocabulary, to analyse	strong structure,
	demonstrate comprehensive	and synthesise political	culminating in a conclusion
	knowledge and understanding	information. They will	that flows from the
	of related concepts such as representative democracy and	critically analyse the proposition that modern	discussion.
	more direct forms of	political systems offer few	
	participation in politics.	opportunities for genuine	
	They will display	participation by citizens.	
	sophisticated knowledge and	They will critically consider the	
	understanding of voting as a	key features of modern political	
	basic form of participation.	systems. They will analyse	
	They will fully understand	voting systems and the diverse	
	theories of representation and	roles of elected representatives	

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

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

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

	Knowledge and	Skills	Communication
	Understanding AO1	AO2	AO3
Question	Level 3	Level 3	AOS
B1	(cont)	(cont)	
(cont)	have sound knowledge and	in reasonable depth the power	
	understanding of factors	of modern executives to ignore	
	limiting the scope of elected	assemblies, and support this	
	representatives such as party	with some examples (e.g. party	
	discipline, career ambitions,	discipline, packing select	
	patronage, dual careers,	committees etc.). They may	
	sexism and racism. They will	introduce in the issue of	
	show reliable knowledge and	Parliamentary reform.	
	understanding of the newer	They will consider new	
	forms of citizen involvement	government-created forms of	
	such as opinion polls, focus	participation such as opinion	
	groups and citizens' panels	polls, focus groups and citizens'	
	used by modern governments.	panels used by modern	
	Candidates will demonstrate	governments and ask questions	
	knowledge and understanding	such as, can these give policy	
	of forms of participation	makers a better idea of what the	
	including those beyond the formal institutions of	people want than do the views of their elected representatives.	
	government including the	They will subject these to some	
	recall, referendums,	critical analysis, noting the	
	demonstrations, interest	limitations of such forms.	
	groups, insider negotiations,	They will analyse at a	
	strikes, petitions, violence etc.	reasonable level various forms	
	They will also have	of participation to be found	
	knowledge and understanding	outside the formal	
	of some of the theories that	constitutional machinery such	
	can be applied to these forms	as demonstrations, interest	
	of participation such as	groups, insider negotiations,	
	pluralism, neo-pluralism,	strikes, petitions, violence etc.	
	hyper-pluralism, overload,	In this analysis they apply a few	
	elitism, neo-elitism, Marxism,	theories such as pluralism, neo-	
	Neo-Marxism etc.	pluralism, hyper-pluralism,	
	They will have a reasonable	overload, elitism, neo-elitism,	
	range of examples drawn	Marxism, Neo-Marxism etc.	
	from their studies of politics	They will bring in a fairly wide	
	and government and	range of examples such as those	
	encompassing much of the	indicated in AO1. Candidates' conclusions will be	
	relevant parts of the specification. These will	clearly indicated and will offer	
	include examples of	a convincing, though not	
	participation and	sophisticated, assessment of the	
	representation and the	extent to which the various	
	limitations of these, such as	form of participation effectively	
	party discipline, patronage,	transmit the views of citizens to	
	voting systems, electoral	government and/or translate	
	pathology, voting behaviour,	into policy.	
	party discipline, patronage,	1 2	

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

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

	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Level 2	Level 2	
<b>B</b> 1	(cont)	(cont)	
(cont)	representation such as the	They will offer only limited	
	mandate and the Burkean	explanations of the extent to	
	view. They will also have	which elected representatives	
	some knowledge and	(MPs, MSPs MEPs, Parliament	
	understanding of factors	etc. and perhaps the US	
	limiting the scope of elected	Congress) can, and do,	
	representatives such as party	challenge government. They	
	discipline, career ambitions,	will assess the effectiveness of	
	patronage, dual careers,	these today unconvincingly.	
	sexism and racism. They will	They will not consider the	
	show little knowledge and	power of modern executives to	
	understanding of the newer	ignore assemblies.	
	forms of citizen involvement	They will fail to consider	
	such as opinion polls, focus	adequately new government-	
	groups and citizens' panels	created forms of participation	
	used by modern governments. Candidates will demonstrate	such as opinion polls, focus	
		groups and citizens' panels	
	some limited knowledge and understanding of some of the	used by modern governments. Candidates analysis of various	
	other forms of participation	forms of participation to be	
	including those beyond the	found outside the formal	
	formal institutions of	constitutional machinery such	
	government including the	as demonstrations, interest	
	recall, referendums,	groups, insider negotiations,	
	demonstrations, interest	strikes, petitions, violence etc.	
	groups, insider negotiations,	Will be inadequate. They will	
	strikes, petitions, violence etc.	not apply theories such as	
	They will also have some	pluralism, neo-pluralism,	
	knowledge and understanding	hyper-pluralism, overload,	
	of a limited of the theories	elitism, neo-elitism, Marxism,	
	that can be applied to these	Neo-Marxism etc.	
	forms of participation such as	They will bring in very few	
	pluralism, neo-pluralism,	examples from the areas	
	hyper-pluralism, overload,	indicated in AO1.	
	elitism, neo-elitism, Marxism,	Conclusions will be not be	
	Neo-Marxism etc.	clearly indicated and will be	
	They will have only a few	unconvincing as assessment of	
	examples drawn from their	the extent to which the various	
	studies of politics and	form of participation effectively	
	government and will not	transmit the views of citizens to	
	encompass very much of the	government and/or translate	
	specification.	into policy.	
	They produce answers that	Candidates begin to construct	
	include a partial but	arguments and explanations,	
	reasonably effective attempt		
	at interpretations or		

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

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B2 40 Marks	In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able bring to the discussion. Hence, any specification of knowledge requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.	A02 As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view, it is important that material included is liked logically within the framework of a relevant essay. Answers will be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.	A03
	Level 4 (13–16 marks) Candidates demonstrate a comprehensive knowledge and understanding of the concepts of the political party and representative democracy. They will show perceptive knowledge and understanding of the centrality of parties in the modern political system. They demonstrate detailed and accurate knowledge and understanding of the way parties operate at all levels in the system. Hence they will show detailed and sophisticated knowledge and understanding of the parties as recruitment agencies, agents of political education, canvassing machines, trainers	Level 4 (13–16 marks) Candidates confidently apply a wide range of fully developed and relevant concepts and theories, using detailed political vocabulary, to analyse and synthesise information. They will show sophisticated understanding of theories of party politics such as parties as vote maximisers, interest aggregators, policy innovators. They will clearly recognise that the essence of the question concerns the widespread effects of the presence of parties in the political system. They will explain in detail how, in many ways, parties can subvert to operation of representative democracy. However, they will also reason	Level 4 (7–8 marks) Candidates use correct English grammar with excellent style. They communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction and strong structure, culminating in a conclusion that flows from the discussion.

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

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

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

	Knowledge and	Skills	Communication
	Understanding	4.02	4.02
	AO1	AO2	AO3
Question	Level 2	Level 2	Level 2
B2	(5–8 marks)	(5–8 marks)	(3–4 marks)
(cont)	Candidates demonstrate an	Candidates use a limited range	Candidates use adequate
	outline knowledge and	of concepts and theories and a	English grammar with
	understanding of the concepts	restricted political vocabulary,	reasonable style. They
	of the political party and	to analyse and synthesise	communicate answers and
	representative democracy.	information. They will show	conclusions adequately
	They will show limited	weak understanding of theories	with straightforward
	knowledge and understanding	of party politics such as parties	narrative and/or
	of the centrality of parties in	as vote maximisers, interest	explanation. A conclusion
	the modern political system.	aggregators, policy innovators.	may be offered but its
	They show only limited	They will fail fully to recognise	relationship to the
	knowledge and understanding	that the essence of the question	preceding discussion may
	of the way parties operate at	concerns the widespread effects	be modest or implicit.
	levels in the system. They	of the presence of parties in the	Answers are likely to be
	will not be fully able to	political system.	loosely structured.
	explain the roles of the parties	They will only partly explain	
	as recruitment agencies,	how, in many ways, parties can	
	agents of political education,	subvert to operation of	
	canvassing machines, trainers	representative democracy and	
	of potential politicians,	may fail to reason that in other	
	election organisers,	ways they are critically	
	organisers of the vote,	necessary to the efficient	
	promoters of ideologies,	conduct of modern	
	policy forming organisations,	representative government.	
	agents of government, agents	The will offer little analysis of	
	of opposition. They will have	voting behaviour.	
	limited knowledge of parties	They will offer only a thin	
	as vote maximisers, interest	analysis of the effects of party	
	aggregators, fund raisers.	discipline in undermining the	
	They will have some	ability of the elected members	
	rudimentary knowledge and	to represent their constituents.	
	understanding of the	They will say little, if anything,	
	pathologies in party politics	on patterns of career	
	such as the use of patronage,	development and advancement	
	corruption, cash for favours,	taking place within parties	
	planted questions, machine	which result in a reduction of	
	politics, news management,	independence of action. They	
	lies, party in-fighting and	will deal only briefly, if at all,	
	rivalry, rash electoral	with the role of independents in	
	promises, broken manifesto	an assembly and may make	
	pledges.	superficial reference to the	
		extract.	

	Knowledge and	Skills	Communication
	Understanding	4.02	102
Orregtion	AO1 Level 2	AO2 Level 2	AO3 Level 2
Question B2	(cont)	(cont)	(cont)
(cont)	They will have some knowledge and understanding of party discipline in and out of parliament but will lack knowledge of other assemblies such as local government, the provincial assemblies, the US Congress. They will have only a limited range of examples from their study of government and politics to illustrate their arguments and will only be able to draw from a restricted part of the specification.	They only a limited set of examples and cases their studies of government and politics and will draw material from a restricted range of the specification to illustrate the arguments. They will not touch on theories or models, or may show misunderstanding of these. They will begin to construct arguments and explanations but will not take them far. Candidates offer limited analyses that show only limited awareness of differing viewpoints. There is only limited a recognition of parallels, causal relationships and connections, together with limited comparisons. There is a simplistic attempt to evaluate.	
	Level 1 (1–4 marks) Candidates demonstrate a slight and incomplete knowledge of They show very limited knowledge and understanding of the way parties operate at levels in the system and will not be able to explain the roles of the parties. They will have very little knowledge and understanding of the pathologies in party politics or of party discipline in and out of parliament. They will have no knowledge of other assemblies such as local government, the provincial assemblies, the US Congress. They will no convincing examples from their study of government and politics or from the specification.	Level 1 (1–4 marks) Candidates use a very limited range of concepts and theories and little political vocabulary, to analyse and synthesise information. They will show no understanding of theories of party politics. They will barely explain how parties can subvert to operation of representative democracy and may fail to reason that in other ways they are critically necessary to the efficient conduct of modern representative government. The will offer no analysis of voting behaviour or the effects of party discipline. They only a limited set of examples and cases their studies of government and politics and will draw material from a	Level 1 (1–2 marks) Candidates use poor English grammar with little style. Answers will rely on narrative that is not fully coherent. Conclusions will frequently not be adequately related to the preceding discussion

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

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

	Knowledge and	Skills	Communication
	Understanding AO1	AO2	AO3
Question	Level 4	Level 4	1100
C1 (cont)	(cont)	(cont)	
<b>、</b>	They will show sophisticated	They will identify paradoxes	
	knowledge of various	and anomalies in governmental	
	elements of political culture	attitudes towards society and	
	such as attitudes towards	note the extent to which	
	class and social stratification,	practice departs from rhetoric.	
	gender and race. They will	They will select well chosen	
	understand and employ terms	examples from within the entire	
	such as 'elite', 'ruling class',	range of the specification and	
	'the establishment',	from current events and issues,	
	'underclass', 'insider and	to illustrate arguments. They	
	outsider' groups.	will examine in detail the	
	They will demonstrate	claims by politicians of left and	
	detailed knowledge and	right about political culture,	
	understanding of how such	such as Britain is a classless	
	factors influence politics and	society, people can influence	
	government by affecting	government policy, there is no	
	aspects such as patterns of	such a thing as institutional	
	political recruitment to	racism in government	
	institutions and political	institutions. They will discuss	
	structures. They will also	with authority factors such as	
	demonstrate clear	voting behaviour and the effect	
	understanding of key attitudes	of the media on attitudes and	
	such as the willingness of	beliefs. They will examine how	
	people to accept the actions	beliefs and attitudes shape the	
	and policies of their	governmental systems and also	
	governments. The will also	how governments try to shape	
	have extensive knowledge of	those beliefs and attitudes.	
	the extent to which people	They will make sophisticated	
	feel they can influence their	use of comparative analysis.	
	government, trust their	They will construct cogent and	
	government, safely forego	coherent arguments and	
	civil liberties, obey the law	explanations. Candidates	
	and show respect for the	provide analyses that display a	
	police. They will display	sophisticated awareness of	
	high level knowledge and	differing viewpoints and a clear	
	understanding of relevant	recognition of issues.	
	current issues, events and	Candidates demonstrate an	
	debates. They will	advanced ability to draw	
	understand how the political	parallels, identify connections	
	culture can influence	and make comparisons across	
	government policy as, for	the whole range of parts of the	
	example, in the case of	specifications studied and to	
	British entry into the euro	use these in constructing	
	zone. They will have	arguments and discussions that	
	accurate and detailed	cover the subject in the broadest	
	knowledge and understanding	sense.	
	on the current state of popular		
	attitudes and beliefs. They		
	will have sophisticated		

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

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

	Knowledge and	Skills	Communication
	Understanding		
	A01	AO2	AO3
Question	Level 3	Level 3	
C1 (cont)	(cont) current issues, events and	(cont)	
	debates. They will	governmental systems and also how governments try to shape	
	understand how the political	those beliefs and attitudes.	
	culture can influence	They will make some	
	government policy as, for	comparative analysis. They	
	example, in the case of	will construct clear arguments	
	British entry into the euro	and explanations. Candidates	
	zone. They will have	provide analyses that display an	
	accurate and detailed	awareness of differing	
	knowledge and understanding	viewpoints and a clear	
	on the current state of popular	recognition of issues.	
	attitudes and beliefs. They	Candidates demonstrate an	
	will have sophisticated	ability to draw parallels,	
	knowledge and understanding	identify connections and make	
	of the methods of ascertaining	comparisons across broad areas	
	popular beliefs and attitudes	of the parts of the specification	
	such as social surveys,	studied, and to use these in	
	opinion polls and focus groups, and of the problems	constructing arguments and discussions that relate to the	
	associated with these. They	generic concepts of the subject	
	will draw examples to	as a whole.	
	illustrate their points from	us u viloie.	
	various parts of the		
	specification. They will refer		
	to relevant concepts such as		
	ruling class, elitism and		
	egalitarianism and will		
	display detailed knowledge		
	on the position of parties and		
	governments towards society.		
	They will demonstrate some		
	knowledge of factors that		
	shape popular attitudes and baliefs such as TV radio the		
	beliefs such as TV, radio, the		
	press, religion, the family, the peer group, the school, and		
	the government itself. They		
	will have some knowledge		
	and understanding of		
	institutions that both define		
	and shape political culture		
	such as constitutions, the		
	monarchy, assemblies,		
	electoral systems, public		
l	bureaucracies and levels of		
	devolution.		

	Knowledge and	Skills	Communication
	Understanding	4.00	4.02
<u> </u>	AO1	AO2	AO3
Question C1 (cont)	Level 3 (cont) They will produce answers with a clear attempt at addressing the requirements of the question and demonstrating sound contextual awareness. They produce answers that include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.		
	Level 2 (5–8 marks) Candidates demonstrate reliable knowledge of the concept of political culture. They will demonstrate knowledge of some, but not all, types of political culture. They will demonstrate limited knowledge of concepts such as citizenship, deference, homogeneity and consensus. They will show limited knowledge of various elements of political culture. They will demonstrate knowledge, but not full understanding, of the way such factors influence politics and government. They will draw upon only a few examples to illustrate their points. They will not refer to relevant concepts such as ruling class, elitism and egalitarianism and will display only limited knowledge on the position of parties and governments towards society. They will demonstrate little knowledge of factors that shape popular attitudes and beliefs such as TV, radio, the press, religion, the family, the peer group,	Level 2 (5–8 marks) Candidates use a limited range of concepts and theories to consider political culture and begin to construct arguments and explanations. They use a limited political vocabulary discuss beliefs and attitudes in political systems. They will identify some causal links between beliefs and attitudes within society and a limited number of political processes and institutions studied from part of the specification. They will recognise parallels and other links between systems and subsystems studied from within the range of the specification. They will make no attempt to identify paradoxes and anomalies in governmental attitudes towards society. They will select a limited number of, not always well chosen, examples from parts of the specification to illustrate arguments. They will not examine the claims by politicians of left and right about the nature of political culture. They will briefly discuss factors such as voting	Level 2 (3–4 marks) Candidates communicate answers and conclusions adequately with straightforward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Answers are likely to be loosely structured.

	Knowledge and	Skills	Communication
	Understanding		
Oracita	A01	AO2	AO3
Question	Level 2	Level 2	
C1 (cont)	(cont) the school, and the	(cont) behaviour, and the effect of the	
	government itself.	media on attitudes and beliefs.	
	They will produce answers	They will examine how beliefs	
	with a limited attempt at	and attitudes shape	
	addressing the requirements	governmental systems but will	
	of the question. They may	not consider how governments	
	demonstrate contextual	try to shape those beliefs and	
	awareness covering part of	attitudes. They will not make	
	the question.	comparative analysis.	
	They will have limited	Candidates offer limited	
	knowledge and understanding	analyses that show some	
	of institutions that both define	awareness of differing	
	and shape political culture	viewpoints. Candidates	
	such as constitutions, the	demonstrate some ability to	
	monarchy, assemblies,	draw parallels, identify	
	electoral systems, public	connections and make	
	bureaucracies and levels of	comparisons from a limited	
	devolution.	range of those parts of the	
	They produce answers that	specification studied. These	
	include a partial but	may be used in a general way in	
	reasonably effective attempt at interpretation or	constructing arguments and discussions of the subject as a	
	explanation, with some not	whole.	
	very detailed examples to	whole.	
	illustrate points.		
	Level 1	Level 1	Level 1
	(1–4 marks)	(1–4 marks)	(1–2 marks)
	Candidates demonstrate a	Discussions will not be	Answers will rely on
	slight and incomplete	adequately supported by the use	narrative that is not fully
	knowledge of political culture	of concepts and theories.	coherent. Conclusions will
	and related concepts. They	Arguments and explanations	frequently not be
	will demonstrate limited	will not be fully constructed.	adequately related to the
	knowledge of how systems of	Analyses will not show	preceding discussion.
	government are influenced by	awareness of differing	
	ideas and attitudes. They will	viewpoints and very few	
	be weak in their use of	parallels and connections will	
	relevant concepts. They will	be used to establish	
	produce answers with a very	comparisons. Evaluations of	
	limited attempt to address the	political institutions, processes,	
	requirements of the question.	arguments or explanations will	
	There will be only superficial awareness of the content of	be superficial or naive.	
	the question, with little interpretation and few		
	examples, often inaccurately		
	reported or inappropriately		
	reported or inappropriately		

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

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

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

	Knowledge and	Skills	Communication
	Understanding AO1	AO2	AO3
Question	Level 3	Level 3	100
C2	(cont)	(cont)	
(cont)	political changes that have	from current political debates.	
	taken place in the post-war	They will competently note the	
	and in the politics of other	extent to which they may be	
	countries. They will briefly	under challenge. They will	
	identify and show knowledge	soundly analyse variables such	
	and understanding of such	as such as those identified in	
	features as changing attitudes	AO1. They will also examine	
	to class from the 1960s,	measures to preserve or restore	
	voting patterns and class	deference, consensus and	
	dealignment, race riots,	homogeneity, which will again	
	attitudes to the police, a more	be drawn from the specification	
	aggressive style of media	and from current political	
	treatment of politicians and	debates such as more	
	public figures, a more	aggressive policing, child	
	aggressive tabloid press,	curfews, police reforms,	
	increased resort to direct	measures to curb union powers,	
	action by pressure groups,	acceptance of a neo-liberal	
	more assertive attitudes from	ideology, equal opportunities	
	ethnic minorities, the rise of	legislation, devolution measures	
	'youth culture', football	and the Northern Ireland peace	
	hooliganism, demands for	process. They may make some	
	devolution, violence in	comparisons with developments	
	society, violence in Northern	in the US.	
	Ireland, changes in the class	Candidates provide analyses	
	background of MPs, the	that display an awareness of	
	declining power of trade unions, and less deferential	differing viewpoints and a clear recognition of issues. There is	
	TV and radio interviewing	reliable evaluation of arguments	
	styles. They will demonstrate	and explanations. Candidates	
	some knowledge and	demonstrate an ability to draw	
	understanding of the shift in	parallels, identify connections	
	the ideological centre of	and make comparisons across	
	politics and the widespread	broad areas of the parts of the	
	embrace of neo-liberalism	specification studied, and to use	
	and individualism, which has	these in constructing arguments	
	altered the role of the state	and discussions that relate to	
	and the way it is perceived.	the generic concepts of the	
	They will also be able to give	subject as a whole.	
	a reasonable account of	They produce answers that	
	developments such as the	include developed and effective	
	changing role and power of	interpretations or explanations	
	women in society. In	and provide clear evidence	
	addition they will touch upon	backed up by good examples to	
	geographical cleavage and the	illustrate points made.	
	significance of the new		
	devolved institutions.		
	They will also show a		
	reasonable degree of		

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

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

	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Level 1		
C2	(cont)		
(cont)	British politics and will say		
	nothing on other countries.		
	They will mention only a few		
	of the features of change.		
	They will show little or no		
	knowledge or understanding		
	of the shift in the ideological		
	centre of politics. They will		
	not discuss factors such as the		
	changing role and power of		
	women in society or the new		
	devolved institutions. They		
	will say little on changing		
	degrees of respect for institutions.		
	There will be a very limited		
	attempt to address the		
	requirements of the question. Only superficial awareness of		
	the content of the question,		
	with little interpretation and		
	few examples often		
	inaccurately reported or		
	inappropriately used.		

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

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

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

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

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

	Knowledge and	Skills	Communication
	Understanding AO1	AO2	AO3
Question	Level 2	A02 Level 2	AOJ
D1	(cont)	(cont)	
(cont)	such as constitutions,	Candidates will apply some of	
(00110)	national, provincial and	the institutional and policy	
	regional assemblies, electoral	examples mentioned in AO1	
	systems, bureaucracies at	but these will not fully illustrate	
	various levels, local	their analyses. They will offer	
	government systems,	a very limited account of the	
	executives and judiciaries.	historical development and	
	They will also demonstrate	change in the institutions they	
	incomplete knowledge and	have chosen as examples.	
	understanding of a range of	They will not recognise the way	
	policy areas where change	in which institutions and	
	and continuity may be	structures have shown a	
	observed such as foreign	capacity to resist change.	
	policy, education, health,	They will show some	
	home affairs, defence,	recognition that continuity	
	economic management and	amidst political turbulence can	
	social security.	be taken as a desirable quality.	
	They will some uncertain	They will make some limited	
	knowledge and understanding	attempt to identify the ways in	
	of the pressures for change	which institutions and	
	within institutions and of the	structures influence, and are	
	pressures for change in the	influenced by, various other	
	informal patterns of politics	parts of the political system.	
	such as public opinion,	They will use only a limited	
	pressure group activity,	range of the specification.	
	patterns of consultation,	They will use little, if any,	
	relations between politicians	comparative analysis.	
	and officials, ways of	Candidates will produce only	
	informing the public,	ill-defined conclusions that	
	conventions within the	display a sophisticated	
	constitution.	awareness of differing	
	Students will have little, if	viewpoints and a clear	
	any, knowledge and	recognition of issues. Some	
	understanding of the critiques	parallels and connections are	
	of the institutions and	identified. There is little	
	practices. They will also	evaluation of political	
	have scant knowledge of	institutions, processes,	
	changes that have been	behaviour, arguments and	
	proposed, have taken place or	explanations. There is a failure	
	have been resisted. They will have limited knowledge and	to draw convincing parallels or make comparisons across the	
	understanding of reasons why	specification.	
	changes have been	specification.	
	implemented or resisted.		
	-		
	They will also lack knowledge or understanding		
	of the ideological dimension		

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

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

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

	Knowledge and	Skills	Communication
	Understanding AO1	AO2	AO3
Question	Level 4	Level 4	1100
D2	(cont)	(cont)	
(cont)	attempts to reform the	explanations. Candidates	
. ,	machinery of government by	provide analyses that display a	
	various administrations	sophisticated awareness of	
	including, in the UK, the	differing viewpoints and a clear	
	Thatcher and Blair	recognition of issues. Parallels,	
	governments. Hence they	causal relationships and	
	will careful select and fully	connections are identified,	
	analyse examples such as	together with well-developed	
	local government reform,	comparisons. There is a clear	
	nationalisation,	and full evaluation of political	
	denationalisation, civil	institutions, processes,	
	service reform and	behaviour, arguments and	
	devolution.	explanations. Candidates	
	However they will also	demonstrate an impressive	
	skilfully and authoritatively	ability to draw parallels and	
	display knowledge on the	make comparisons across the	
	various non-rational (or	whole range of parts of the	
	political) factors influencing	specifications studied and to	
	change or continuity in the	use these in constructing	
	machinery of government,	arguments and discussions that	
	which will clash with the	cover the subject in the broadest	
	rational goals. These will	sense.	
	include such factors as the	They will reach logically	
	protection of self interest by	derived conclusions which may	
	bureaucrats, reassurance that	support the proposition that	
	'something is being done'	Political factors make rational	
	about pressing issues, appeal	reform of the machinery of	
	to important electoral or	government extremely difficult,	
	client groups, demands by	reject it or take a more	
	pressure groups and fund	contingent view. Whatever the	
	donators, the need to give a	case their conclusions will be	
	minister an 'empire', short-	supported by ample evidence	
	term political advantage, the	drawn from the entire range of	
	diversion of public attention	their studies of government and	
	from some governmental	politics and will be derived	
	failing and public image.	from tight logical reasoning.	
	They will show knowledge	The conclusions will flow	
	and understanding that fully	naturally from the foregoing	
	addresses the requirements of	analysis.	
	the question and demonstrates		
	excellent contextual		
	awareness. Answers demonstrate		
	knowledge of theories along		
	with detailed and		
	comprehensive interpretations		
	or explanations and provide		
	accurate evidence drawn from		

	Knowledge and	Skills	Communication
	Understanding		
~ .	AO1	AO2	AO3
Question	Level 4		
D2	(cont)		
(cont)	the entire specification and		
	up-to-date examples to		
	substantiate and illustrate		
	points made.		
	Level 3	Level 3	Level 3
	(9–12 marks)	(9–12 marks)	(5–6 marks)
	Candidates demonstrate a	Candidates apply a reasonably	Candidates use correct
	sound knowledge and	wide range of soundly	English grammar with goo
	understanding of the	developed and relevant	style. Candidates
	machinery of government.	concepts and theories, using	communicate explanations
	They are able to define this	accurate political vocabulary, to	and conclusions well withi
	widely and with general	analyse and synthesise	a structured argument and
	accuracy. They are also able	information relating to change	produce answers with
	to demonstrate soundly based	and continuity in the machinery	conclusions clearly linked
	knowledge and understanding	of government. They will	to the preceding
	of the concepts of rationality	generally recognise that the	discussions.
	and rational reform. Beyond	essence of the question relates	
	this they will also have some	to the problems encountered by	
	knowledge and understanding	reformers when faced by	
	of the non-rational factors	entrenched interests, traditional	
	which come into play and	loyalties and the forces of	
	which are alluded to in the	reaction within the machinery	
	extract.	of government.	
	They will show sound and	They are able to give	
	reliable knowledge and	reasonable clear and accurate	
	understanding of a fairly	definitions of several aspects of	
	extensive range of key areas in which rational reform of	the machinery of government.	
		They will also offer sound definitions of the concepts of	
	the machinery of government	1	
	has been attempted, achieved or thwarted. This range will	rationality and rational reform. They are able to select fairly	
	include areas such as reform	relevant cases of attempts at	
	of civil service structure,	reform of the machinery of	
	departmental amalgamation,	government. They will draw	
	departmental splitting, reform	from much of the specification	
	of civil service recruitment	to illustrate the arguments.	
	practices, the creation of	Their arguments will be	
	quangos, the nationalisation	reasonably logical and will be	
	of certain industries and their	supported by sound evidence.	
	subsequent de-nationalisation,	They will explain how reform	
	the establishment of the	proposals have been developed	
	devolved assemblies and	from sources such as royal	
	accompanying bureaucracies,	commissions, manifesto	
	local government structural	promises, public scandals or	
	reform, local government	criticisms, popular demand or	
	managerial reform, reform in	internal demands from within	
	central local relations. They	the machinery of government.	
	may include some basic		

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

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

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

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

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