

ASSESSMENT and QUALIFICATIONS ALLIANCE

Mark scheme January 2003

GCE

Government and Politics

Unit GOV2

Copyright © 2003 AQA and its licensors. All rights reserved.

The Assessment and Qualifications Alliance (AQA) is a company limited by guarantee registered in England and Wales 3644723 and a registered charity number 1073334 Registered address: Addleshaw Booth & Co., Sovereign House, PO Box 8, Sovereign Street, Leeds LS1 1HQ Kathleen Tattersall: *Director General*

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 | |
| B1 | (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 | |
| B1 | (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 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) | |
| 、 | 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. | |