



**General Certificate of Education  
June 2012**

**Government and Politics**

**GOVP1**

**People, Politics and Participation**

**Unit 1**

***Mark Scheme***

## CRITERIA FOR MARKING AS/A2 GOVERNMENT AND POLITICS

### Introduction

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, but the weightings are different at AS and A2. Details of the weightings are given in Section 4.2 of the specification.

The schemes of marking reflect these objectives. The mark scheme which follows is of the *levels-of-response* type, showing that students 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. Students should be given credit for partially complete answers. Where appropriate, students 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 examiners apply the mark 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, examiners are required to familiarise themselves with the general principles of the mark scheme as contained in the Assessment Matrix.

There are no limits to the areas of knowledge that students may feel able bring to the discussion. Therefore the specification of requirements outlined in the mark schemes can only be indicative. Students are not expected to include all the material presented in order to access the full range of available marks. At the same time they may successfully include material from their particular studies which is not indicated in the scheme.

### 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 students' responses are marked according to the level of demand and context of each question.

Examiners should initially make a decision about which level any given response should be placed in. Having determined the appropriate level the examiners must then choose the precise mark to be given within that 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 students' responses to the same question might then suggest whether the middle mark is unduly generous or severe.

In making decisions away from the middle of the level, examiners should ask themselves questions relating to student 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 student'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 students know, understand and can do.

## AS GOVERNMENT AND POLITICS

### GENERIC MARK SCHEME for questions with a total of 5 marks

<b>AO1</b>
<p><b>Level 4 (5 marks)</b> The student successfully demonstrates excellent knowledge and understanding of political data, concept(s) or term(s).</p> <p>Where appropriate, the student is able to illustrate his/her answer with relevant evidence/example(s).</p>
<p><b>Level 3 (4 marks)</b> The student successfully demonstrates good knowledge and understanding of political data, concept(s) or term(s).</p> <p>Where appropriate, the student is able to illustrate his/her answer with relevant evidence/example(s).</p>
<p><b>Level 2 (2–3 marks)</b> The student demonstrates limited knowledge and understanding of political data, concept(s) or term(s).</p> <p>The student may illustrate his/her answer with evidence/example(s) of limited relevance.</p>
<p><b>Level 1 (1 mark)</b> The student demonstrates little knowledge and understanding of political data, concept(s) or term(s).</p> <p>The student may illustrate his/her answer with evidence/example(s) of little relevance.</p>
<p><b>0 marks</b> No relevant response.</p>

## AS GOVERNMENT AND POLITICS

### GENERIC MARK SCHEME for questions with a total of 10 marks

<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<p><b>Level 4 (4 marks)</b> The student demonstrates an excellent knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The student deploys relevant knowledge and understanding to fully address the requirements of the question and produces accurate and/or relevant examples to illustrate points made.</p>	<p><b>Level 4 (4 marks)</b> The student applies an excellent range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	<p><b>Levels 3–4 (2 marks)</b> The student communicates clearly and effectively, in a structured and sustained manner, making excellent or good use of appropriate political vocabulary.</p> <p>There are few, if any, errors of spelling, punctuation and grammar and the response should be legible.</p> <p>The answer has a clear sense of direction, is focused on the question and, where appropriate, has a conclusion which flows from the discussion.</p>
<p><b>Level 3 (3 marks)</b> The student demonstrates good knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The student addresses the requirements of the question and produces examples and/or evidence to illustrate points made.</p>	<p><b>Level 3 (3 marks)</b> The student applies a good range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	
<p><b>Level 2 (2 marks)</b> The student demonstrates limited knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The student makes a limited attempt to address the requirements of the question and produces few or inaccurate examples and/or limited evidence to illustrate points made.</p>	<p><b>Level 2 (2 marks)</b> The student applies a limited range of concepts and makes limited use of political theory or ideas in developing an explanation or argument.</p>	
		<p><b>Levels 1–2 (1 mark)</b> The student communicates explanations or arguments with limited clarity and effectiveness using limited political vocabulary. The answer may lack either a clear focus on the question or a sense of direction.</p> <p>There are frequent errors of spelling, punctuation and grammar and legibility may be a problem.</p>

**GENERIC MARK SCHEME for questions with a total of 10 marks (continued)**

<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 1 (1 mark)</b> The student demonstrates little knowledge and understanding of political concepts/theories/institutions and processes. The student makes little attempt to address the requirements of the question and produces few examples and/or little evidence to illustrate points made.	<b>Level 1 (1 mark)</b> The student applies few concepts and makes little use of political theory or ideas in developing an explanation or argument.	<b>Levels 1–2 (continued) (1 mark)</b> A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit.
<b>0 marks</b> No relevant response.	<b>0 marks</b> No relevant response.	<b>0 marks</b> No relevant response.

**AS GOVERNMENT AND POLITICS****GENERIC MARK SCHEME for questions with a total of 25 marks**

<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<p><b>Level 4 (10–11 marks)</b> The student successfully demonstrates accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationship between them, producing an answer that deploys relevant knowledge and understanding to address the requirements of the question and that demonstrates significant contextual awareness.</p> <p>The student's answer includes relevant evidence and/or examples to substantiate and illustrate points made.</p>	<p><b>Level 4 (7–8 marks)</b> The student evaluates political institutions, processes and behaviour, applying appropriate concepts and theories.</p> <p>The student provides analysis which displays sound awareness of differing viewpoints and a clear recognition of issues. Parallels and connections are identified, together with valid and precise comparisons. The answer includes relevant and convincing interpretations or explanations.</p>	<p><b>Level 4 (5–6 marks)</b> The student communicates clear, structured and sustained arguments and explanations making excellent use of appropriate political vocabulary.</p> <p>The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p> <p>The student produces answers with a clear sense of direction leading towards a coherent conclusion.</p>
<p><b>Level 3 (7–9 marks)</b> The student demonstrates generally accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationship between them, producing an answer that addresses the requirements of the question and demonstrates adequate contextual awareness.</p> <p>The answer provides evidence backed up by clear examples to illustrate points made.</p>	<p><b>Level 3 (5–6 marks)</b> The student evaluates political institutions, processes and behaviour, applying some concepts or theories.</p> <p>The student provides clear arguments and explanations and demonstrates awareness of differing viewpoints and recognition of issues. Parallels and connections are identified, together with some sound comparison.</p>	<p><b>Level 3 (3–4 marks)</b> The student communicates arguments and explanations making good use of appropriate political vocabulary.</p> <p>The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p> <p>A conclusion is linked to the preceding discussion.</p>

**GENERIC MARK SCHEME for questions with a total of 25 marks (continued)**

<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<p><b>Level 2 (4–6 marks)</b> The student demonstrates basic knowledge and understanding of political concepts/theories/institutions and processes and some awareness of the relationship between them, making a limited attempt to address the requirements of the question.</p> <p>The student may demonstrate contextual awareness covering part of the question, and may produce limited evidence and/or few examples.</p>	<p><b>Level 2 (3–4 marks)</b> The student offers a limited evaluation of political institutions, processes and behaviour and begins to construct arguments which contain basic explanation.</p> <p>The student shows some awareness of differing viewpoints. There is recognition of basic parallels or limited comparisons.</p>	<p><b>Level 2 (2 marks)</b> The student attempts to develop an argument using basic political vocabulary.</p> <p>There are frequent errors of spelling, punctuation and grammar and legibility may be a problem.</p> <p>Where a conclusion is offered, its relationship to the preceding discussion may be modest or implicit.</p>
<p><b>Level 1 (1–3 marks)</b> The student demonstrates slight and/or incomplete knowledge and understanding of political concepts/theories/institutions and processes and limited awareness of the relationship between them.</p> <p>The student makes a very limited attempt to address the requirements of the question. Only superficial awareness of the context of the question is evident and the few examples cited are often inaccurately reported or inappropriately used.</p>	<p><b>Level 1 (1–2 marks)</b> The student makes a partial attempt to evaluate political institutions, processes and behaviour. Arguments offered are superficial or simplistic. There is very limited awareness of parallels or comparisons.</p>	<p><b>Level 1 (1 mark)</b> The answer relies upon narrative which is not fully coherent and which is expressed without using political vocabulary.</p> <p>Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p> <p>A conclusion is either not offered or it is not related to the preceding material.</p>
<p><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>

**NB:** whilst there is no requirement for students to make reference to the extract or passage provided when answering questions with a total of 25 marks, the use of such material can be credited on AO1 and AO2, where it is relevant to the question posed. Students may also be given credit for using relevant material drawn from the extracts or passages which accompany other questions on the paper.

**Topic 1: Participation and Voting Behaviour**

Total for this topic: (40 marks)

01	Explain the term <i>partisan dealignment</i> used in the extract.	(5 marks)
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It is likely that most students will define partisan dealignment in terms of a decline in the strong ties that once existed between certain groups of voters and individual parties. Students may introduce the phrase ‘party identification’ as part of their explanation or make reference to the relationship between class alignment/dealignment and partisan alignment/dealignment.

There is enormous scope for students to bring in their own knowledge in answering this question. Some may offer evidence from specific general elections as a way of demonstrating the extent to which dealignment has been seen in recent years. Students may also choose to focus on the rise of short-term influences on voting behaviour, eg issue voting, or voting based on the image of the party leader as opposed to the party (as mentioned in the extract).

02	Using your own knowledge as well as the extract, consider the extent to which the use of televised debates at the 2010 General Election enhanced political participation. (10 marks)
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Students at all levels of response are likely to be aware of the innovation of televised leader debates at the 2010 General Election. At the lower levels of response students may spend a good deal of time describing the debates or demonstrating factual knowledge relating to the structure of the debates (eg number, focus, broadcaster) and/or the ‘fallout’ from the debates (eg ‘winners’ and ‘losers’). It is likely that many students will also repeat some of the material provided in the extract (eg the polling statistics that came in the wake of the first debate).

At the higher levels of response, students will need to focus more explicitly on the precise terms of the question posed (ie the extent to which such debates enhance political participation). In this context, students may talk about the participation enjoyed by those chosen to be in the audience at one of the events, or comment on the restrictions imposed upon those who did attend. However, such responses are likely to move beyond the participation of those present at the event to consider the extent to which those watching the debates on television, discussing the debates with others or commenting on the performance of the party leaders or the issues raised through other media (eg radio phone-ins or the press) were also engaged in meaningful political participation. Students may attempt to draw a distinction between what they regard as more ‘active’ and more ‘passive’ forms of participation. Some may also try and offer an assessment of the extent to which the debates encouraged individuals to participate in other ways (eg by voting).

In order to achieve the higher levels at AO1 and AO2, students will be expected to identify and offer developed discussion of a number of different aspects. Students who discuss participation only in terms of voting behaviour are unlikely to move beyond Level 2 on AO2. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary (eg media, the press, phone-ins, editorials, political participation etc).

03	‘The election campaign is now more important than long-term factors in shaping voting behaviour.’ Discuss	<i>(25 marks)</i>
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Responses at all levels are likely to identify the campaign as the interval between the general election being called and polling day itself. Lower-level responses are likely to focus on description of the kinds of activities that take place during the campaign (party political broadcasts, billboard posters, manifestos/pledge cards, press conferences, rallies, various forms of opinion polling, etc). Higher level responses will consider the extent to which such activities (‘the campaign’) have the capacity to influence voting behaviour.

Students will be expected to make reference to specific campaigns from their own knowledge (AO1) in order to illustrate their answers. Historic examples might include the Conservative Party’s ‘Labour isn’t working’ campaign in 1979 or their focus on tax (‘Labour’s Tax Bombshell’/ ‘Labour’s Double Whammy’) in 1992: some may recall the Labour Party’s disastrous Sheffield Rally of the same year. Students may contrast those campaigns that have failed to capture the imagination (eg William Hague’s ‘seven days to save the pound’ campaign in 2001) with those that have found popular resonance (eg Labour’s use of the song ‘Things Can Only Get Better’ in 1997). It is likely that students will also make reference to the 2010 General Election campaigns, eg the Conservative Party’s ‘Think Green, Vote Blue’ campaign.

In order to achieve the higher levels on AO2, students will need to address the terms of the question more explicitly. Specifically, they will need to demonstrate awareness that deciding whether or not the campaign is now ‘more important than long-term factors’ will necessitate a consideration of long-term factors. The best answers will therefore offer a developed analysis of a range of primacy factors (eg social class, party identification, gender, etc) alongside recency factors (eg issues, manifesto commitments, personalities, etc), ie placing the role of the campaign into its proper context alongside these other variables.

Note that whilst the word ‘discuss’ might be taken to suggest a need for a degree of balance (ie ‘for’ and ‘against’), students will still be able to achieve the higher levels on AO1 and AO2 where the quality of their response is high, but the balance is lacking.

On AO3, particular credit will be given to responses possessing a clear analytical structure. Such higher-level responses will often be characterised by a clear sense of direction and by the presence of a conclusion; an explicit judgement substantiated by the discussion that has gone before. Top-level responses will also make effective use of appropriate political vocabulary (eg party manifesto, class and partisan alignment and dealignment, embourgeoisement, the campaign, rational choice theory, deviant voters, issue-voting, retrospective and prospective voting, etc).

**Topic 2: Electoral Systems**

Total for this topic: (40 marks)

04	Explain the term <i>representative democracy</i> used in the extract.	(5 marks)
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The majority of students are likely to define representative democracy either by contrasting it with direct democracy or by focusing on the way in which voters grant politicians the right to make decisions on their behalf when casting a ballot at an election. Those that take the second approach may well make mention of the Edmund Burke or the ‘Burkean model’ of representative democracy.

Higher-level responses will demonstrate a theoretical understanding of the term (eg awareness that in a representative democracy those elected will sometimes make decisions contrary to the wishes of the majority of citizens). Some students may demonstrate their knowledge by identifying one or more problems with the representative model of democracy and/or making reference to calls for greater use of devices such as referendums, initiatives and recalls.

05	Using your own knowledge as well as the extract, consider the extent to which the use of referendums since 1997 has strengthened democracy in the UK.	(10 marks)
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Responses at all levels are likely to demonstrate understanding of what referendums are, together with a knowledge, however limited, of how such devices have been used in the UK in recent years. Many students will refer to Clement Attlee’s oft-cited views on referendums (eg that they are devices ‘alien to our traditions’ or ‘the devices of demagogues and dictators’); some may try to explain precisely what Attlee meant and why he took this position. Much of this can be credited on AO1, with the latter, more analytical point worthy of greater credit on AO2 where it is linked to the question of ‘democracy’.

At the lower levels of response on AO1 and AO2, responses may be overly descriptive or generic in nature. In the case of the former, students may simply describe referendums past or proposed without any real attempt to address the precise terms of the question. In the case of the latter, students may simply reproduce generalised arguments both ‘for’ and ‘against’ referendums without examples or analysis relating to whether or not the use of such devices has indeed ‘strengthened democracy in the UK’.

Higher-level responses on AO1 and AO2 will be characterised by a more precise focus on the terms of the question, specifically an assessment of the way in which specific referendums held since 1997 could be said to have strengthened or undermined democracy. Such a discussion is likely to focus on issues such as legitimacy, with students considering the extent to which those referendums identified have delivered in terms of the question posed, the fairness of the campaign, the number of citizens entitled to have their say and the level of turnout. When dealing with the last two points it is likely that students will make reference to the fact that most English voters have not had the opportunity to vote in a referendum since 1997 and that turnout at those ballots which have been held has been decidedly patchy.

In order to achieve the higher levels at AO1 and AO2 students will be expected to identify and offer developed explanation of a number of points relating to the question posed. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary (eg referendum, legitimacy, tyranny of the majority, direct democracy, participation, accountability, etc).

06	<p>'There is no such thing as a perfect electoral system.' Discuss, with reference to electoral systems used in the UK.</p> <p style="text-align: right;"><i>(25 marks)</i></p>
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Though it is likely that many students will ultimately accept the statement, the discussion that will lead up to such a conclusion will necessarily involve an assessment of the merits and demerits of a number of electoral systems used in the UK. Whilst it is likely that many students will choose to focus on FPTP, STV and AMS, those who mention other systems (eg party list and SV and AV) should be credited fully.

Students may approach the task of assessing systems in a number of ways. It is likely that many students will simply run through systems one at a time, identifying advantages and disadvantages as they go, before arriving at a conclusion. Other students may adopt a more thematic approach, identifying a number of criteria (eg proportionality/fairness, MP-constituency link, stable government, voter choice) and structuring their responses accordingly. At the highest level of response on AO2, students are likely to identify the extent to which a system that meets one measure may well fall short on another (eg a national party list with no threshold delivering on proportionality but removing the MP-constituency link, or FPTP maintaining the link but falling short on proportionality). Some students may also explore the extent to which hybrid (mixed) systems manage to deliver the 'best of both worlds'.

At the lower levels of response on AO1 and AO2, responses may be overly descriptive or generic in nature. In the case of the former, students may simply describe electoral systems without making any real attempt to address the precise terms of the question. It is also likely that responses at the lower levels on AO1 and AO2 will be characterised by generalised arguments for and against systems which are not supported by concrete examples/evidence.

Note that whilst the word 'discuss' might be taken to suggest a need for a degree of balance (ie 'for' and 'against'), students will still be able to achieve the higher levels on AO1 and AO2 where the quality of their response is high, but the balance is lacking (particularly in light of the statement posed here) – or the coverage of different systems is uneven.

On AO3, particular credit will be given to responses possessing a clear analytical structure. Such higher-level responses will often be characterised by a clear sense of direction and by the presence of a conclusion; an explicit judgement substantiated by the discussion that has gone before. Top-level responses will also make effective use of appropriate political vocabulary (eg proportionality, MP-constituency link, threshold, multi-member constituencies, preferential voting, winner's bonus, etc).

**Topic 3: Political Parties**

Total for this topic: (40 marks)

07 Explain the term *two-party system* used in the extract.

(5 marks)

It is likely that most students will define a two-party system as one where two fairly evenly matched parties compete for control of the government and no other party has a realistic chance of breaking their duopoly or becoming the senior partner in a coalition. Some may demonstrate their knowledge by offering evidence in support of the view that the UK is a two-party system. Others may identify other countries where two-party systems are said to operate (eg the USA).

The extract contrasts two-party systems with the multi-party systems that operate elsewhere. Students may repeat this point. Some may make the point that multi-party systems are often seen in those areas which operate proportional electoral systems. Higher-level responses may question whether the UK remains a two-party system.

08 Using your own knowledge as well as the extract, identify **and** explain **two** roles performed by UK political parties.

(10 marks)

This question asks students to identify and explain two roles. The extract refers to the way in which political parties serve to provide voters with a clear choice (ie to make elections workable in a democracy with a wide franchise). Students may pick up on this point and/or make reference to one or more of the other roles that political parties are traditionally said to perform (eg representing the interests of their members, providing avenues for participation, electioneering, policy formation, political recruitment, governing).

Parties are traditionally said to represent their members by aggregating and articulating their shared concerns and interests. Students at all levels are likely to be able to provide evidence of the way in which both Labour and the Conservatives were once mass membership organisations which represented the shared values, interests and aspirations of their respective memberships. Higher-level students may assess the extent to which this has ceased to be the case in the UK. When exploring the theme of participation, students may choose to look at the avenues for participation open to ordinary party members (eg by addressing issues of internal party democracy). If focusing on the role of electioneering, students could make mention of the enhanced role played by the media and media manipulation ('spin') in the modern campaign: the rise of sophisticated internal party-polling; focus groups; and commercial marketing strategies (eg references to Labour's operation at Millbank Tower). Discussion of political recruitment might look at the way in which parties serve the function of filtering and training-up candidates for elected office.

NB: students who look to broaden the discussion by moving beyond the two main UK political parties and the roles they perform should be credited, but full marks are available without this.

In order to achieve the higher levels at AO1 and AO2 students will be expected to identify and offer developed explanation of two roles performed by political parties in the UK. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary (eg representation, participation, political recruitment, electioneering etc).

- 09 To what extent would you agree with the view that ideological and policy differences **within** both the Conservative Party **and** the Labour Party are now greater than the differences **between** them? *(25 marks)*

At the lower levels of response on AO1 and AO2, it is likely that some students will take this as a question on party ideology/convergence and respond accordingly. Such responses are likely to provide a generalised overview of the ideological origins of the two main UK political parties before considering the extent to which the ideological differences between the two parties are said to have declined in recent years. Stronger responses of this type may draw a distinction between ‘Old’ and ‘New’ Labour, or between Thatcherism and the ‘New Tories’/‘Cameroons’, before considering the extent to which the two parties remain ideologically distinct.

At the higher levels of response on AO1 and AO2 students will be expected to address the precise terms of the question posed more explicitly. Specifically, there should be some coverage of the differences that exist within each party (ie intra-party factions or ‘wings’) and an assessment of the extent to which the differences between such factions are indeed more significant than the differences that remain between the public positions taken by the two main parties. In this context it is likely that students will make mention of ‘Old Labour’ and ‘New Labour’ elements within the Labour Party, and One Nation Tory and more Thatcherite elements within the Conservative Party. Students may also identify specific groups within each party (current or historical) (eg Tribune Group, Cooperative group, Fabians, Bruges Group, Bow Group, Conservative Way Forward, etc).

On AO3, particular credit will be given to responses possessing a clear analytical structure. Such higher-level responses will often be characterised by a clear sense of direction and by the presence of a conclusion; an explicit judgement substantiated by the discussion that has gone before. Top-level responses will also make effective use of appropriate political vocabulary (eg Old Labour/New Labour, One Nation Tories, Thatcherism, Third Way, neo-liberal, party faction, interventionist/non-interventionist, privatisation/nationalisation, etc).

**Topic 4: Pressure Groups and Protest Movements**

Total for this topic: (40 marks)

10 Explain the term *social movement* used in the extract.

(5 marks)

Most students are likely to define the term 'social movement' by contrasting such popular movements with more conventional pressure groups. In this context, students are likely to argue that whereas pressure groups generally benefit from some kind of formal organisation (memberships structures, leaders, permanent offices and officers, etc) social movements tend to be far looser in terms of organisation. Students are likely to see social movements as 'umbrella groups' that bring together political parties and pressure groups that are concerned with a particular cause or area of policy under a single umbrella.

At the higher levels of response students will be expected to offer an example of a social movement (eg the way in which the 'green movement'/'environmental movement' brings together political parties such as the Greens with pressure groups such as Friends of the Earth, Greenpeace and smaller groups such as Plane Stupid).

11 Using your own knowledge as well as the extract, identify **and** explain **two** factors that might explain the rise of social movements in recent years.

(10 marks)

This question requires student to move beyond the ideas raised in Q10 by asking them to identify and explain factors that may account for the **rise** of such social movements, as opposed to simply explaining what social movements are. Students that simply repeat the material offered in response to Q10 are therefore unlikely to score highly on AO1 or AO2.

The extract introduces a number of factors that might help to explain the rise of social movements. Students may pick up on the reference to the rise of social networking sites such as Facebook and Twitter, or make more general comments relating to the appeal of the direct action tactics employed by many of those involved in such movements. Students should then use their own knowledge to either develop the points made in the extract (eg explain how social networking has allowed groups such as UK Uncut to grow so rapidly), or to introduce other factors that are not mentioned in the material provided (eg public loss of confidence in more traditional forms of pressure group activity).

In order to achieve the higher levels on AO1 and AO2, students will need to provide developed discussion of two distinct factors that could be said to explain the rise of such social movements.

Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary (eg social networking, umbrella group, direct action, civil disobedience, political participation etc).

12	<p>'A pressure group's chances of success will be shaped largely by the nature of its core aims.' Discuss. <span style="float: right;"><i>(25 marks)</i></span></p>
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This question demands a relative assessment of the various factors that determine pressure group success. Weaker responses may take the form of one or more mini case-studies of pressure group campaigns which are presented in a narrative as opposed to an analytical style (eg lengthy description of the protests against the Newbury Bypass, fuel duty, or Heathrow's proposed 'Third Runway'). Responses that are overly theoretical, lacking the necessary factual support, are equally unlikely to achieve the higher levels on AO1 or AO2.

Higher-level responses are likely to take a more analytical approach, identify two or more variables that can affect a group's prospects and evaluate each one in turn. Relevant factors may include: a group's aims (the factor identified in the question); the prevailing political climate; group methodology; group status/access (insider/outsider); and group resources (human/material/financial).

At the top level of response on AO2 students may well make connections between some or all of the factors they have identified (eg by demonstrating an explicit understanding that a group's status (insider/outsider) may have a bearing on its methods (and visa versa). The strongest responses would be expected to combine a theoretical discussion of each factor identified, supported with appropriate examples drawn from the student's own knowledge. For example, the importance of 'group aims' when taken alongside 'the prevailing political climate' could be illustrated through the example of the ease with which the Snowdrop Petition was able to secure widespread support for a ban on handguns in the wake of the 1996 Dunblane Massacre.

Note that whilst the word 'discuss' might be taken to suggest a need for a degree of balance (ie 'for' and 'against'), students will still be able to achieve the higher levels on AO1 and AO2 where the quality of their response is high, but the balance is lacking, eg answers that take their lead from the statement provided in the question and focus largely on the importance of a group's 'core aims'.

On AO3, particular credit will be given to responses possessing a clear analytical structure. Such higher-level responses will often be characterised by a clear sense of direction and by the presence of a conclusion; an explicit judgement substantiated by the discussion that has gone before. Top-level responses will also make effective use of appropriate political vocabulary (eg insider/outsider, lobbying, group resources, mass media etc).

**ASSESSMENT OBJECTIVES GRID**

<b>AS Assessment Objective</b>	<b>Marks allocated by Assessment Objective 5-mark question</b>	<b>Marks allocated by Assessment Objective 10-mark question</b>	<b>Marks allocated by Assessment Objective 25-mark question</b>	<b>Total Marks by Assessment Objective</b>
<b>AO1</b>	5	4	11	20
<b>AO2</b>	0	4	8	12
<b>AO3</b>	0	2	6	8
<b>Total</b>	<b>5</b>	<b>10</b>	<b>25</b>	<b>40</b>