

A-LEVEL

GOVERNMENT AND POLITICS

GOVP1 – People, Politics and Participation

Mark scheme

June 2014

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this Mark scheme are available from aqa.org.uk

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

| AO1 |
|---|
| <p>Level 4 (5 marks) 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>Level 3 (4 marks) 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>Level 2 (2–3 marks) 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>Level 1 (1 mark) 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>0 marks No relevant response.</p> |

AS GOVERNMENT AND POLITICS**GENERIC MARK SCHEME for questions with a total of 10 marks**

| Knowledge and Understanding: Recall, Select & Deploy | Skills: Analysis & Evaluation | Communication |
|--|---|---|
| AO1 | AO2 | AO3 |
| <p>Level 4 (4 marks) 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>Level 4 (4 marks) 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>Levels 3–4 (2 marks) 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>Level 3 (3 marks) 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>Level 3 (3 marks) 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>Level 2 (2 marks) 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>Level 2 (2 marks) 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>Levels 1–2 (1 mark) 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)

| Knowledge and Understanding: Recall, Select & Deploy | Skills: Analysis & Evaluation | Communication |
|--|---|---|
| AO1 | AO2 | AO3 |
| Level 1 (1 mark) 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. | Level 1 (1 mark) The student applies few concepts and makes little use of political theory or ideas in developing an explanation or argument. | Levels 1–2 (continued) (1 mark) A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit. |
| 0 marks No relevant response. | 0 marks No relevant response. | 0 marks No relevant response. |

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

| Knowledge and Understanding: Recall, Select & Deploy | Skills: Analysis & Evaluation | Communication |
|--|---|---|
| AO1 | AO2 | AO3 |
| <p>Level 4 (10–11 marks) 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>Level 4 (7–8 marks) 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>Level 4 (5–6 marks) 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>Level 3 (7–9 marks) 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>Level 3 (5–6 marks) 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>Level 3 (3–4 marks) 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)

| Knowledge and Understanding: Recall, Select & Deploy | Skills: Analysis & Evaluation | Communication |
|---|--|---|
| AO1 | AO2 | AO3 |
| <p>Level 2 (4–6 marks) 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>Level 2 (3–4 marks) 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>Level 2 (2 marks) 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>Level 1 (1–3 marks) 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>Level 1 (1–2 marks) 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>Level 1 (1 mark) 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>0 marks No relevant response.</p> | <p>0 marks No relevant response.</p> | <p>0 marks 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 'pluralism' used in the extract.**[5 marks]**

The extract refers to the concept of pluralism in the context of the existence of a free press, so it is likely that students at all levels of response will make reference to this point. Students are likely to define pluralism as a belief that those representing different interests should be able to articulate their views and compete freely and fairly within society. Students writing at the higher levels of response might look to develop their explanations by referring to the availability of a range of access points. Others might offer a more developed explanation of pluralist theory, perhaps mentioning some of its proponents, or contrast pluralism with elite theory. It is likely that some students will look to comment on the pluralist credentials of the UK or other states.

AO1 = 5 marks

AO2 = 0 marks

AO3 = 0 marks

(02) Using your own knowledge as well as the extract, consider the part played by the mass media at UK general elections.**[10 marks]**

Students at all levels of response are likely to seek to define the term mass media. At the lower levels of response, definitions may well be overly narrow, eg newspapers. At the higher levels of response, it is likely students will consider broadcast media and the press, whilst perhaps also touching on the rise of new media, eg the internet and social media.

The extract provides a good deal of outline information that could be used in answering this question. Some students may opt to use their own knowledge in order to develop some of the outline media theory presented in the extract, eg by referring to the work of writers such as Festinger or Denver. Others might add examples from recent elections to illustrate the points made, eg referring to the supposed influence of the press in 1992 or 1997, or the impact of televised debates (and other media coverage of those debates) at the 2010 General Election. The focus of the question is such that those achieving the higher levels on AO2 are likely to have made at least some explicit reference to the role of the media at specific (ie named) UK general elections.

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

(03) 'There is no participation crisis in the UK.' Discuss.

[25 marks]

At the lower levels of response, students may well frame their answers in overly narrow terms – perhaps focusing entirely on electoral participation (specifically, electoral turnout) as the sole yardstick of whether or not the UK is facing a participation crisis.

Higher-level responses are likely to recognise the need to address the issue of participation in the broader sense, ie considering different forms of political participation as a means to establishing whether or not there is a participation crisis in the UK.

Students will be rewarded both for the range of their answers (ie for examining a range of different forms of political participation) and for depth, ie their ability to provide developed analysis supported by appropriate examples drawn from their own knowledge. It is likely that most students will offer a definition of political participation before considering a number of different forms of electoral and non-electoral participation, eg voting, involvement in campaigns (eg canvassing), party membership, pressure group membership, active involvement in pressure group activity or protest movements, writing letters to elected representatives or lobbying them directly, standing for elected office or serving in elected office, etc.

Whilst lower-level responses might simply describe different forms of participation, higher-level answers may be characterised by an attempt to assess the scale (and perhaps 'quality') of such participation as a means of addressing the demands of the question posed more directly. It is likely that students will identify a decline in formal political participation (voting, party membership, etc) whilst recognising that informal political participation may be on the increase.

On AO3, 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 electoral participation/non-electoral participation, turnout, apathy/hapathy, direct action, internal pressure group democracy and internal party democracy, etc.

NB: whilst it is clearly helpful for students to explore the extent of participation through involvement in pressure group activity, those who answer entirely on pressure groups without addressing the theme of participation in its broader sense will normally be limited to the lower levels of response on AO2.

AO1 = 11 marks

AO2 = 8 marks

AO3 = 6 marks

Topic 2: Electoral Systems

Total for this topic: (40 marks)

(04) Explain the term ‘coalition government’ used in the extract.**[5 marks]**

Students at all levels of response are likely to attempt to define the term coalition government. At the lower levels of response, this definition is likely to be more limited in scope (‘two parties in government together’). At the higher levels of response, it is likely that students will be aware of different types of coalitions (eg two-party coalitions v multi-party coalitions). The extract refers to the coalition government formed in the UK in the wake of the 2010 General Election. It is likely that many students will use this example in support of their explanation. Those at the higher levels of response might develop their explanations by referring to the nature of coalition government – or demonstrating knowledge and understanding of other coalitions, whether in the UK or further afield. Some might refer to the greater likelihood of coalition in those jurisdictions employing proportional electoral systems. There is no expectation that students will write at length on the merits/demerits of coalition government.

AO1 = 5 marks

AO2 = 0 marks

AO3 = 0 marks

(05) Using your own knowledge as well as the extract, identify **and** explain **two** ways in which referendums can be said to enhance democracy.**[10 marks]**

Students at all levels of response 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. Students should be credited for references to the use of such devices in other countries, where such material is explicitly linked to the terms of the question posed.

Those focusing on the UK may well 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 detailed analysis of whether the use of such devices enhances democracy. Higher-level responses on AO1 and AO2 will be characterised by a more precise focus on the terms of the question.

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, mandate, tyranny of the majority, direct democracy, participation, accountability, etc.

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

(06) 'The case for retaining the First-Past-the-Post system for use at UK general elections is overwhelming.' Discuss. **[25 marks]**

It is likely that most students will make some attempt to explain the workings of the First-Past-the-Post (FPTP) system, before moving on to consider arguments for and against the system.

At the lower levels of response, students may well present undeveloped, perhaps generic, lists of arguments 'for' and 'against' the system – without offering evidence in support or making an explicit attempt to address the question posed, ie whether 'the case for retaining' the system 'is overwhelming'. Such answers are likely to be characterised by a lack of clear direction, a failure to make connections between points, and the absence of any kind of substantiated judgement/conclusion.

Higher-level responses on AO1 and AO2 are likely to be characterised both by a more explicit focus on the precise terms of the question – and by the presence of a range of accurate and appropriate examples drawn from their own knowledge and deployed in support of those arguments advanced. It is likely that many students will choose to frame their approach thematically, perhaps looking at some or all of the Jenkins criteria (stable government, the MP-constituency link, voter choice and proportionality) as a means of arriving at a conclusion. However, other approaches might be equally valid. It is likely that many students writing at the higher levels of response will look to make mention of some of the problems associated with possible alternative systems (eg STV, Party List, AMS) as a means of bolstering the case for FPTP. Others might focus on the merits of these other systems as a means of challenging the proposition in the title.

On AO3, 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 simple plurality, proportionality, stable government, MP-constituency link, representative democracy, etc.

AO1 = 11 marks

AO2 = 8 marks

AO3 = 6 marks

Topic 3: Political Parties

Total for this topic: (40 marks)

(07) Explain the term ‘transnational party groupings’ as used in the extract. **[5 marks]**

The extract refers to transnational party groupings in the context of MEPs sitting in the European Parliament. It is therefore likely that students at all levels of response will make reference to this material, even where no explicit definition is offered by way of explanation. At the higher levels of response, students are likely to demonstrate an awareness that MEPs sit not in ‘national blocks’ alongside those returned to the European Parliament from their own countries – but instead in groups comprising MEPs from many different member states, linked by ideology or outlook. It is likely that some students will look to develop their explanations by referring to one or more of these transnational party groupings, eg that Labour MEPs sit with the Progressive Alliance of Socialists and Democrats (PASD).

AO1 = 5 marks

AO2 = 0 marks

AO3 = 0 marks

(08) Using your own knowledge as well as the extract, consider the extent to which ordinary members of the main UK political parties influence party policy. **[10 marks]**

The extract refers to a number of broad approaches to developing party policy – as well as suggesting that there may have been a shift of power from the grassroots of some parties towards the leaders in recent years (referring specifically to the Labour Party). It is likely that students at all levels of response will pick up on this material, with those at the lower levels of response perhaps repeating some points verbatim and those at the higher levels being more likely to incorporate such material alongside arguments and examples drawn from their own knowledge. The focus on parties (ie plural) would suggest the need to deal with the policy-making procedures in more than one of the three main UK parties, though coverage might be uneven (even at the higher levels of response). It is likely that some students will look to focus on the drafting of party manifestos (perhaps commenting on the influence of individuals such as Letwin and Miliband in 2010). Others might focus on the more formal policy-making procedures, eg the role of policy forums, national party structures such as Labour’s NEC, etc.

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

(09) Evaluate the view that UK political parties are now simply catch-all, election-winning machines. **[25 marks]**

In offering the possibility that UK political parties are now simply 'catch-all, election-winning machines', the question opens up two possible areas for debate. Some students may look to focus on the rise of catch-all parties and the decline of the more ideologically-based party politics of earlier decades. Others might take the question as an invitation to examine the roles that political parties play within the political system, thereby addressing the issue of whether electioneering and the task of winning elections has now eclipsed other traditional roles such as providing representation and allowing avenues for political participation. Those students that combine these two broad approaches in a single answer should be credited fully.

Students taking the first approach are likely to focus on the theme of converging party ideology/policy. At the lower levels of response, such discussion may be generalised. At the higher levels on AO1 and AO2, students are likely to refer to the New Labour project and the work that Michael Howard and, more recently, David Cameron have done to 'detoxify' the Conservative brand. In essence, therefore, such answers will focus on the themes of party ideology and party re-branding – concluding either that the statement is broadly true, or that the two main parties still serve to represent distinct electoral 'constituencies'.

Students taking the second broad approach are likely to identify a number of functions performed by political parties (see above), putting the task of winning elections (electioneering) into a broader context. At the lower levels of response, students may write in a generic style – identifying the various functions traditionally performed by political parties without deploying evidence in support or making any attempt to explicitly link such discussion to the terms of the question posed. Higher-level responses on AO1 and AO2 will provide examples and make the necessary links.

On AO3, 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 catch-all party, political recruitment, electioneering, participation and representation, 'end of ideology', New Labour, Third Way, New Tories/Camerons, etc.

NB: though students will be able to access the full range of marks focusing only on the Labour Party and the Conservative Party, some students may make mention of the way in which the LibDems could be said to have taken more moderate positions under the leadership of Charles Kennedy and, more recently, Nick Clegg, as a way of improving their electoral prospects. Such material should be fully credited, as should references to those smaller parties that have retained more overtly ideological positions in preference to simply chasing votes (eg the BNP, Respect and the Green Party).

AO1 = 11 marks

AO2 = 8 marks

AO3 = 6 marks

Topic 4: Pressure Groups and Protest Movements

Total for this topic: (40 marks)

(10) Explain the term 'policy communities' as used in the extract.**[5 marks]**

The extract introduces the term policy communities alongside insider groups, within the context of a discussion on pressure group democracy. It is therefore likely that students at all levels of response will identify policy communities as being linked to these other themes in some way. Answers at the higher levels of response will be characterised by a more developed explanation of the term in question, accompanied by an explicit and accurate definition. Such students are likely to see policy communities as involving a limited number of groups that share common interests in a given area of policy. The groups that make up such a community will enjoy frequent, high-quality interactions both with one another and with the relevant departments and agencies of the state. Some students may contrast policy communities with issue networks (or policy networks): the former implying a degree of consensus; the latter encompassing all players in a particular sphere of policy. Answers at the top level of response are likely to include examples by way of illustration.

AO1 = 5 marks

AO2 = 0 marks

AO3 = 0 marks

(11) Using your own knowledge as well as the extract, explain why it might be desirable for pressure groups to be internally democratic.**[10 marks]**

The extract raises question marks over the quality of participation provided by many pressure groups, introducing the concept of internal pressure group democracy. It concludes with the statement that 'if groups fail to offer an opportunity to participate in decision-making, their representative legitimacy may be called into question'. It is likely that students at all levels of response will look to pick up on this theme as a way into the question, ie if some groups are neither representing their members nor directly accountable to them, who are they serving: are they legitimate?

Students at all levels of response are likely to seek to define the concept of internal democracy in relation to pressure groups. It is likely that those at the higher levels of response will also look to introduce other related concepts, eg participation, representation, legitimacy, etc.

It is likely that many of those students securing higher-level marks on AO2 will make mention of the way in which groups with large memberships (eg Greenpeace) are seen as more legitimate (and granted significant access as a result) even where their members have no real say in formulating group policy. Some students may even contrast the levels of internal democracy seen in the main political parties with that seen in many pressure groups, and draw conclusions regarding the relative democratic credentials of political parties and pressure groups.

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

(12) 'Despite widespread interest in their activities, pressure groups rarely have any significant influence over government policy.' Discuss. **[25 marks]**

This question focuses on the question of whether pressure groups can ultimately have any real influence on government activity. Lower-level responses are likely to consist either largely or totally of descriptive material relating to individual pressure group campaigns, eg lengthy descriptions of the activities of Fathers4Justice or Greenpeace.

It is likely that most students will also look to address the issue of why some pressure groups are more successful than others (ie factors affecting pressure group success). Such factors may include group aims, status, resources or methods. At lower levels of response on AO1 and AO2, this discussion might be focused more on why some groups might be more successful than others, as opposed to tackling the question of whether groups only 'rarely have any significant impact on government policy'. At higher levels, students are likely to target the idea of 'significant influence' more directly, perhaps looking to offer some definition of the phrase. They may identify the 'unseen' influence of some core insider groups and raise the possibility that it is only those outsider groups who choose (or are forced) to campaign more publicly who arouse 'widespread interest' without having 'significant influence'. Some insider groups, in contrast, go out of their way to avoid arousing obvious 'interest' in their activities, yet clearly have 'significant influence' on government policy. Such sophisticated arguments are likely to be present in those answers achieving the top level on AO2.

Some students may question the assumption that all pressure groups even look to have an influence on government policy; citing consumer campaigns and those groups looking to effect a change in the public consciousness first and foremost – even where this might ultimately result in a shift in government policy. This approach will be rewarded fully on AO1 and AO2 where such discussion is clearly linked to the terms of the question posed.

On AO3, 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 of an explicit judgement substantiated by the discussion that has gone before. Top-level responses will also make effective use of appropriate political vocabulary, eg group status, insider/outsider, direct action, issue networks, consultation, etc.

AO1 = 11 marks

AO2 = 8 marks

AO3 = 6 marks

ASSESSMENT OBJECTIVES GRID

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

