

A-LEVEL

# Government and Politics

GOV4B – Political Issues: Ideologies in Action

Mark scheme

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June 2015

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Version: V1 Final Mark Scheme

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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](http://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.

**A2 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 a comprehensive knowledge and understanding of political concepts, institutions and processes. The student fully addresses the requirements of the question and provides developed and effective to comprehensive interpretation. The answer also provides clear to accurate evidence and, where appropriate, good to excellent 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 sustained and structured manner, using appropriate political vocabulary. There are few, if any, errors of spelling, punctuation and grammar and the response should be legible.</p>
<p><b>Level 3 (3 marks)</b> The student demonstrates good knowledge and understanding of political concepts, institutions and processes. The student clearly addresses the requirements of the question and provides sound interpretation and contextual awareness. The answer includes good examples 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>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 2 (2 marks)</b> The student demonstrates limited knowledge and understanding of political concepts, institutions and processes. The candidate makes a limited attempt to address the requirements of the question and provides little to partial, but reasonably effective, interpretation. Answers offer limited evidence and few, or inaccurate, examples 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><b>Level 1 (1 mark)</b> The student demonstrates little knowledge and understanding of political concepts, institutions and processes. The student makes little attempt to address the requirements of the question and provides little interpretation. Answers offer little evidence and few, or inaccurate, examples to illustrate points made.</p>	<p><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.</p>	<p>There are frequent errors of spelling, punctuation and grammar and legibility may be a problem. A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit.</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>

**A2 GOVERNMENT AND POLITICS****GENERIC MARK SCHEME for questions with a total of 30 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 (10–12 marks)</b> The student demonstrates a comprehensive knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. A synoptic approach is fully developed, drawing appropriately on knowledge, perspectives and examples from a wide range of studies in government and politics. The answer fully addresses the requirements of the question and demonstrates excellent contextual awareness. The answer includes excellent examples to illustrate points made. The answer includes detailed and comprehensive interpretations or explanations, as well as accurate evidence and relevant examples, to illustrate points made.</p>	<p><b>Level 4 (10–12 marks)</b> The student displays excellent awareness of the implications and demands of the question. There is an excellent and sustained focus on the specific question asked. There is clear and full evaluation of political institutions, processes and behaviour which displays a sophisticated awareness of differing viewpoints and recognition of issues. Appropriate parallels and connections are clearly identified, together with well-developed comparisons. A wide range of concepts is used and developed.</p>	<p><b>Level 4 (6 marks)</b> The student communicates structured and sustained arguments, explanations and conclusions with clarity. Excellent use is made of political vocabulary to construct cogent and coherent arguments and explanations. The response should be legible with few, if any, errors of spelling, punctuation and grammar. The answer has a clear sense of direction, culminating in a conclusion that flows from the preceding discussion.</p>
<p><b>Level 3 (7–9 marks)</b> The student demonstrates sound knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. A synoptic approach is well developed using a range of knowledge, perspectives and examples gained elsewhere in the study of government and politics. The answer clearly addresses the requirements of the question and demonstrates sound contextual awareness. The answer includes developed and effective interpretations or explanations and also clear evidence and good examples to illustrate points made.</p>	<p><b>Level 3 (7–9 marks)</b> The student displays sound awareness of the implications and demands of the question. There is a clear focus on the question. There is a sound evaluation of political institutions, processes and behaviour which displays good awareness of differing viewpoints and recognition of issues. There is good recognition of parallels and comparisons. Appropriate concepts are used and developed.</p>	<p><b>Level 3 (4–5 marks)</b> The student communicates arguments, explanations and conclusions well. Good use is made of political vocabulary to construct clear arguments and explanations. The response should be legible but there may be occasional errors of spelling, punctuation and grammar. The student produces an answer with a conclusion linked to the preceding discussion.</p>

**GENERIC MARK SCHEME for questions with a total of 30 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 outline knowledge and understanding of political concepts/theories/institutions and processes and some awareness of the relationships between them. The answer makes a limited attempt to address the question and demonstrates contextual awareness covering part of the question. An attempt to develop a synoptic approach is made, using a limited range of knowledge, perspectives and examples gained more broadly in the study of government and politics. The answer includes a partial and reasonably effective attempt at interpretation or explanation with some examples to illustrate points made.</p>	<p><b>Level 2 (4–6 marks)</b> The student displays little awareness of the implications and demands of the question, resulting in a restricted focus. There is a limited evaluation of political institutions, processes and behaviour which displays a partial awareness of differing viewpoints and issues.</p> <p>There is some recognition of basic parallels and comparisons. Arguments and explanations are undeveloped, with a limited use of concepts.</p>	<p><b>Level 2 (2–3 marks)</b> The student communicates arguments and conclusions adequately, with a limited use of political vocabulary. There are frequent errors of spelling, punctuation and grammar and legibility may be a problem. A conclusion is offered but its relationship to the preceding discussion may be modest or implicit.</p>
<p><b>Level 1 (1–3 marks)</b> The student demonstrates a slight and incomplete knowledge and understanding of political institutions and processes and a limited awareness of the relationships between them. A very limited attempt at synopticity is made, sometimes using superficial or inaccurate knowledge, perspectives and examples cited from elsewhere in their study of government and politics. There is little attempt to address the requirements of the question. There is only superficial awareness, if any, of the context of the question, with little interpretation and few, if any, examples often inaccurately reported or inappropriately used.</p>	<p><b>Level 1 (1–3 marks)</b> The student displays little awareness of the implications and demands of the question, and focus is lacking. Evaluation of political institutions, processes and behaviour is superficial.</p> <p>Analysis shows little awareness of differing viewpoints and issues. There is little, if any, recognition of parallels and comparisons. Arguments, explanations and use of concepts are superficial and naïve.</p>	<p><b>Level 1 (1 mark)</b> The answer relies upon narrative which is not fully coherent. There is little or no use of political vocabulary. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible. A conclusion, if present, is not adequately related to the preceding discussion.</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>

**Topic 1 Ethnicity and Gender**

**(01)** Explain what is meant by the term feminism.

**[10 marks]**

Students at all levels of response are likely to offer an outline definition of the term before moving on to consider the various different shades, 'strands' or 'waves' of activity that might be considered to fall under the broad umbrella of feminism.

Feminism is likely to be defined as the promotion of women's rights with a view to promoting equality of the sexes. At the lower levels of response students may offer a superficial or limited overview of the development of feminism - perhaps taking the form of a brief chronology (starting with liberal feminism).

At the higher levels of response it is likely that students will seek to explore the ideas and aims of different elements of the feminist movement in some depth, distinguishing those beliefs common to most, if not all, feminists from those unique only to those adhering to one particular strand. There may be an attempt to distinguish between those focusing more on providing for legal equality for women (liberal feminists), those looking to provide for equality of outcome, and those radical feminists who seek to 'remove men from the equation' rather than achieving equality with them.

At the higher levels of response it may well be that students will question whether feminism should in fact be seen as a single ideology. Such a line of argument may lead to a discussion of post-feminism.

**(02)** 'Legislation provides the most effective means of delivering equality in respect of ethnicity.'  
Discuss.

**[30 marks]**

The question asks students to focus on the issue of equality. It is likely, therefore, that students will look to define this term at the outset. At the lower levels of response this definition may well be superficial or limited in scope and depth (eg the need to make sure that people are equal irrespective of their ethnicity).

At the higher levels of response it is likely that students will seek to draw some kind of distinction between legal equality (as suggested by the 'legislation' mentioned in the question) and equality 'on the ground' ie legal equality v. actual equality. Such discussion is also likely to introduce the concepts of 'equality of opportunity' and 'equality of outcomes'.

Answers at the lower levels of response may well take an overly narrow approach, perhaps taking 'legal equality' as their sole focus and examining the extent to which legislation has delivered that. In such lower level responses, coverage of the extent to which actual equality (ie changes in society at large or in 'outcomes') has been delivered may be sketchy or entirely absent. Students going down this route may well focus on describing measures such as the Race Relations Acts (1965, 1968, 1976) and the Equality Acts (2006, 2010).

Students at the higher levels of response will address the precise terms of the question posed ie assessing the extent to which such legislation has proven to be the most effective means of delivering equality in the field of ethnicity. This more focused approach is likely to involve some assessment of 'the problem', a recognition that legal equality (de jure) is not the same as actual equality (de facto), and a consideration of other (ie non-legislative) means of achieving greater equality.

Those at the top level of response are likely to deploy factual evidence (whether more anecdotal or rooted in data) in support of their analysis - with a clear focus on identifying any short-fall between the legal position and the actual experience of ethnic minorities.

NB: whilst students are likely to focus on the UK experience when answering this question, material drawn from other countries studied should be credited fully.

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**Topic 2 The Environment**

**(03)** Argue the case in favour of 'dark green' thinking.

**[10 marks]**

The content and amplification section of the Specification refers to 'ideological divisions within the environmental movement including 'light' and 'dark' green thinking', so it is likely that students at all levels of response will be able to offer a definition of the term in question.

At the lower levels of response it is likely that students will discuss the difference between the two shades of environmentalism in general terms – seeing 'light' green environmentalists as being less ideological in their approach than those of a 'dark' green persuasion. At the higher levels of response it is likely that students will seek to argue the case in favour of dark green thinking more explicitly. This is likely to involve a more detailed exploration of the characteristics of each tradition in more detail:

Critics of 'light greens' would seek to characterise them as those who are seeking to make 'lifestyle choices' that may bring minor environmental benefits without, perhaps, committing to a more fundamental and meaningful re-ordering of the relationship between 'man' and the environment.

'Dark greens', in contrast, 'deal with the root of the problem', because they see contemporary environmental problems as a function of capitalism and therefore take a more holistic, ideological approach, favouring necessary, more fundamental changes in the way in which society is organised.

At the higher levels of response it is possible that some students may refer to writers such as the American Alex Steffen and the more constructive 'bright' green approach they advocate; which focus less on protest and apocalyptic prophesy and more on using the available technology to find practical solutions.

Note that students may use terms such as 'shallow' and 'deep' ecologism as analogous to 'light' and 'dark' green environmentalism.

**(04)** 'Experience tells us that governmental and intergovernmental efforts to limit environmental damage are doomed to fail.' Discuss.

**[30 marks]**

The question asks students to address (and perhaps challenge) the assumption inherent in the title, ie that government-led environmental initiatives have failed (by implication) will always fail. The quotation also makes explicit mention of both 'governmental' and 'intergovernmental' efforts. Whilst students at the lower levels of response may well focus on the question of government failure in general terms, it is likely that those writing at the higher levels of response will recognise the difference between governmental and intergovernmental action; perhaps even suggesting that one may be more or less likely to fail than the other.

Students at all levels of response are likely to make mention of some of the various international conferences and summits that have taken place in recent years and the resulting intergovernmental agreements eg Rio, Kyoto, Copenhagen. Mention may be made of limits on carbon emissions and the concept of carbon-trading. When discussing intergovernmental efforts, mention may also be made of the work of the EU. It is likely that most students will seek to offer an assessment of the worth of government-led environmental initiatives ie offer an assessment of the extent to which they have 'failed' and are destined to fail. In doing so students may take a global perspective (for example, focusing on the challenge posed by massive economic growth and industrialisation in countries such as China and India) or focus on UK government policy eg efforts to give legal force to their promise to reduce the UK's carbon emissions, and the stated desire to move towards a low carbon economy. Students may also choose to look at programmes initiated by devolved or sub-national institutions.

It is likely that students at all levels of response will have a working knowledge of the main principles of environmentalism, for example, sustainability, self-sufficiency and conservation. At the lower levels this knowledge may not move significantly beyond a list of principles, whereas students at the higher levels may be able to explain such principles and show how they are linked to one another.

It is possible that some students may choose to adopt a more overtly theoretical approach when answering this question: drawing a distinction between the more 'shallow', anthropocentric approaches taken by governments (which 'will inevitably fail') and the 'deeper' shift to 'dark' green thinking that may be required in order to 'avert disaster'.

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**Topic 3 Education**

**(05)** Examine the differences between progressive and traditional teaching methods.

**[10 marks]**

Students at all levels of response are likely to be able to offer a definition of the two phrases in the question, whilst also offering some consideration of the central differences between the two approaches. It is likely that progressive and traditional teaching methods will be seen in their broader context of progressive and traditional education. Mention may also be made of the backlash against progressive approaches from the 1960s onwards eg the 'Black Papers' written by Professor Brian Cox and Rhodes Boyson.

Those at the higher levels of response are likely to be able to examine the differences between these two approaches in some depth. Progressive education was a pedagogical approach that first emerged in the nineteenth century and came to prominence in the UK in the 1960s and 1970s. Progressive teaching methods are characterised by:

- experiential, student-centred learning and/or learning through play
- a more relaxed classroom environment where pupils are encouraged to participate orally
- a focus on the acquisition of skills
- collaborative learning/group work
- problem-solving
- themed work that cuts across traditional subject boundaries
- assessment for learning ie more formative than summative (criteria-referenced).

In contrast, traditional teaching methods may be characterised as:

- didactic, teacher-led ('chalk-and-talk')
- strong classroom discipline with limited interaction
- learning by rote or direct from textbooks, worksheets or lectures
- a focus on the acquisition of knowledge
- individual work
- a focus on discrete subject disciplines (each with a body of knowledge)
- external summative assessment (norm-referenced).

**(06)** 'The main purpose of state education should be to prepare pupils for their future roles in the economy.' Discuss.

**[30 marks]**

This question requires students to demonstrate an understanding of the various ideological perspectives on the purpose of formal education. In answering the question students are therefore likely to seek to address the ways in which liberals, conservatives and socialists - as well as more modern ideological groups such as feminists - differ in their view of the role of education in society.

The question introduces one commonly held view of the purpose of education, suggesting that the goal of preparing pupils for their roles in the economy is more central than any other consideration eg broadening their minds. It is likely that students at all levels of response will frame their answers by considering the relative merits of these two traditional perspectives only; though those who introduce other 'purposes' (for example, the view that education is a force for social change) should be credited fully.

Some students may take a largely theoretical approach, allying a knowledge of ideological perspectives on the purpose of education with an awareness of educational theory to provide a framework for their discussion. Other students may choose to look at the actual policies proposed and implemented in the field of education – for example, the Butler Act (1944) or the 1988 Baker Act – and assess the extent to which each policy has reflected one or more of those aims identified.

Students may also choose to use some of the touchstone issues and debates that have informed and shaped post-war education policy in the UK as a way of lending their discussion some structure: for example state provision v. private provision, traditional teaching methods v. progressive methods, national curriculum v. school-based curriculum, the selective model v. the comprehensive model, and vocational training v. academic education.

Students may consider the extent to which efforts to raise school standards have been driven simply by a desire to provide a flexible and effective workforce, or whether such policies have been driven by a more intrinsic desire to educate. In this context students may consider the rise of OFSTED, the introduction of SATS and the concepts of 'failing' and 'beacon' schools. The purpose of Labour's Academies Programme and the Coalition's Free Schools may also be considered.

At the higher levels of response it is likely that students will be aware of the difficulty of separating one educational aim from another ie the idea that a more accurate answer might be found in 'degree' as opposed to 'either/or'. Such responses may also consider the extent to which modern governments are generally required to be pragmatic as opposed to ideological in their approach to education ie reacting to the debate over education as opposed to leading it. At the highest level of response it is likely that students will pick up on the reference to 'state education' and consider whether the purpose of state education should be, or may be, different from that of private education, or the 'proper' principles of education in a more general sense.

**Topic 4 The Economy**

**(07)** Explain what is meant by the term ‘open economy’.

**[10 marks]**

Students at all levels of response are likely to seek to define the term in question. Whereas a closed economy would see all of its investment and raw materials sourced within a defined territory and look to sell its manufactured goods, products and services within the same territory - thus preventing trade across national borders - an open economy would impose no such restrictions, thus allowing for the free movement of people, goods and services.

At the higher levels of response it is likely that students will seek to develop their answers in one of two ways. Some will use their own knowledge to consider examples of open (or at least ‘more open’) economies - perhaps contrasting them with closed (or ‘more closed’) economies. There may, for example, be discussion of whether the UK should now be seen as an open economy. Other students might consider the supposed merits/demerits of an open economy. ‘Merits’ may be said to include: greater choice of goods for consumers; greater competition - resulting in lower costs and improved innovation; greater flexibility in the labour market; wider markets for goods and services. ‘Demerits’ might relate to the sale of many key UK companies - including utilities - to companies based overseas (leading to issues with control/security and employment); and the outsourcing of UK production overseas eg Eastern European states now within the EU such as Poland and Romania (which may also have implications for employment).

**(08)** ‘In recent years, Britain has moved away from an EU-style regulated market economy, towards a US-style free market model.’ Discuss.

**[30 marks]**

The question posed picks up on a theme explicitly identified in the ‘Content and Amplification’ section of the Specification content for Topic 4. It is likely that students at all levels of response will take the question as an invitation to consider the nature of the British economy. At the lower levels of response discussion is likely to be undeveloped in both scope and depth. Such an approach is likely to involve a description of Keynesianism, perhaps with some attempt to apply it to the British experience. Mention may also be made of the monetarist approach adopted by Margaret Thatcher in the 1980s – although the emphasis at the lower levels of response will again tend towards the descriptive.

At the higher levels of response it is likely that students will seek to address the precise terms of the question posed more directly. This is likely to involve an explicit attempt to get to grips with what the phrases ‘EU-style regulated market economy’ and ‘US-style free market model’ might mean. Discussion of the former is likely to touch upon economic planning at the intergovernmental level – not least the use of subsidies and quotas that came to characterise the Common Agricultural Policy (CAP) and the Common Fisheries Policy (CFP). Mention may also be made of the Maastricht Treaty and, specifically, initiatives such as the Social Chapter. The introduction of a minimum wage in Britain might be seen as evidence of a desire to regulate the labour market.

When considering the nature of the US economy it is likely that students at all levels of response will refer to the concept of a free market. However, at the higher levels of response students are

likely to question whether the US economy should be characterised in such a way – not least in light of the US Federal Government’s intervention in the wake of the banking crisis. Students may also consider the ‘direction of travel’ in the EU ie whether the EU economy is becoming more or less regulated.

The quotation suggests that Britain is moving from one model to another and those students at the higher levels of response are likely to explicitly address the question of precisely how the British economy is developing. However, as the two comparison points identified in the title are themselves open to definition/discussion, conclusions on the central question may reasonably take a number of different forms.

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**ASSESSMENT OBJECTIVE GRID**

<b>A2 Assessment Objective</b>	<b>Marks allocated by Assessment Objective 10-mark questions</b>	<b>Marks allocated by Assessment Objective 30-mark questions</b>	<b>Total Marks by Assessment Objective</b>
<b>AO1</b>	<b>4</b>	<b>12</b>	<b>16</b>
<b>AO2</b>	<b>4</b>	<b>12</b>	<b>16</b>
<b>AO3</b>	<b>2</b>	<b>6</b>	<b>8</b>
<b>Total</b>	<b>10</b>	<b>30</b>	<b>40</b>