

Mark scheme January 2003

GCE

Government and Politics

Unit GOV1

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Unit 1: Electoral Systems and Voting Behaviour

Criteria for marking

Introduction

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

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

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

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

Using a levels of response mark scheme

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

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

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

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

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



Assessment matrix

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



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



	Knowledge and	Skills	Communication
	Understanding		1.00
	AO1	AO2	AO3
Question	Levels 3-4	Levels 3-4	Levels 3-4
1(a)	(3-4 marks)	(2 marks)	(2 marks)
8 marks	Candidates display thorough	Candidates confidently apply a	Candidates
	knowledge and	range or a wide range of well	communicate
	understanding of the concept	developed concepts using	arguments, explanations
	of political extremists. In	political vocabulary to explain	and conclusions with a
	appropriate detail, candidates	political extremists. In an	clear sense of direction
	show they appreciate the	appropriate manner candidates	culminating in a
	connections between political	analyse and synthesise	conclusion which flows
	extremists and ethnic	political information and	from or is linked to the
	tensions, political moderates	construct cogent and coherent	discussion.
	and other relevant	arguments and explanations of	
	phenomena. Full awareness	political extremists based on	
	of current political	relevant factors. Candidates	
	developments.	provide analyses which	
		display a sophisticated or	
		sound awareness of concepts	
		relating to issues such as the	
		influence of factors which	
		might result in political	
		extremism. Parallels and	
		connections are identified	
		together with well developed	
		comparisons. There is clear	
		and full or good evaluation of	
		principal issues, evaluating	
		consequent processes, and	
		related arguments and	
		explanations.	



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Levels 1-2	Levels 1-2	Levels 1-2
1(a)	(1-2 marks)	(1 mark)	(1 mark)
(cont)	Candidates display a slight or	Candidates use a limited range	Candidates
	outline knowledge and	of concepts to examine the	communicate arguments
	understanding of the concept	term political extremists with	and conclusions
	of political extremists. There	limited or very limited	adequately with straight
	may be a limited awareness	arguments and explanations.	forward narrative and/or
	of current developments and	Candidates offer a very	explanation. A
	connections within a limited,	limited analysis or assessment	conclusion may be
	or very limited, attempt at	which shows some awareness	offered but its
	addressing the requirements	of factors or other connections	relationship to the
	of the set question. Limited	with political extremists.	preceding discussion
	interpretation or explanation	There may be a recognition of	may be modest or
	offered with examples which	basic parallels and connections	implicit.
	may be inaccurately or	together with limited	
	inappropriately used.	comparisons. There is a	
		simple attempt to evaluate	
		arguments and explanations	
		related to the term. Any	
		evaluations of explanations	
		may be superficial and naïve.	



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Level 4	Level 4	Level 4
1(b)	(10-11 marks)	(7 marks)	(4 marks)
22	Candidates demonstrate a	Candidates confidently apply	Candidates communicate
marks	comprehensive	a wide range of developed	arguments, explanations
	understanding and	concepts to explain the	and conclusions with
	knowledge of Britain's	nature of Britain's political	clarity and produce
	political culture in terms of	culture(s) using appropriate	answers with a clear
	mono/multi values, referring	political vocabulary to	sense of direction
	to factors such as deference,	analyse and synthesise	culminating in a
	individualism, collectivism,	political information and to	conclusion which flows
	regionalism, nationalism,	construct cogent and	from the discussion.
	religion, ethnicity, gender,	coherent arguments and	
	class, urban and rural.	explanations based on factors	
	Discussions may consider	such as political attitudes and	
	recent trends, possibly with	values. Candidates provide	
	reference to other value	analyses which display a	
	systems, such as ideology or	sophisticated awareness of	
	Europe, and assess technical	relevant concepts relating to	
	and attitudinal reasons which	the contemporary situation,	
	might explain the	with sound examples.	
	contemporary situation,	Parallels and connections are	
	producing answers which	identified together with well	
	fully address the	developed comparisons	
	requirements or the question	within the UK. Comparisons	
	and demonstrate excellent contextual awareness.	with Europe, US, etc are not	
		necessary but credit may be	
	Answers include detailed and	given where plausible links are made. There is clear and	
	comprehensive		
	interpretations or	full or good evaluation of the reasons and related	
	explanations related to the stimulus material, noting and		
	discussing other significant	arguments and explanations.	
	variations with up-to-date		
	examples or references to the		
	stimulus material or other		
	examples to substantiate and		
	illustrate points made.		
	mastrate points made.		
<u> </u>			



	Knowledge and	Skills	Communication
	Understanding AO1	AO2	AO3
Q	Level 3	Level 3	Level 3
(c	(7-9 marks) Candidates demonstrate sound knowledge of Britain's political culture, producing answers with a clear attempt at addressing the requirements of the question and demonstrating sound contextual awareness regarding the issues under discussion. They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.	(5-6 marks) Candidates use a sound range of concepts to consider the nature of Britain's political culture. Basic information is utilised when they begin to construct arguments and explanations. Candidates offer adequate analysis which shows some awareness of political cultural values. There is a recognition of basic contrasts (possibly with the past, or with different groups within the electorate, or regional) but little emphasis on parallels and connections together with limited comparisons. There is a logical and clear attempt to make an assessment of the stimulus material. Evaluation of explanations for differences may be superficial in one or two respects.	(3 marks) Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.
	Level 2 (4-6 marks) Candidates demonstrate outline knowledge of Britain's political culture but with a limited attempt at addressing the requirements of the question. They produce answers which include a partial but reasonably effective attempt at interpretation or explanation, with some not very detailed examples concerning factors such as homogenous/heterogeneous values, national/regional perspectives, etc.	Candidates use a limited range of concepts to consider the question regarding the nature of Britain's political culture and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a limited recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations concerning possible divisions in the political culture.	Level 2 (2 marks) Candidates communicate arguments and conclusions adequately with straight- forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Level 1	Level 1	Level 1
1(b)	(1-3 marks)	(1-2 marks)	(1 mark)
(cont)	Candidates demonstrate slight	Candidates use a very limited	Answers rely
	and incomplete knowledge of	range of concepts to consider the	upon narrative
	the nature of Britain's political	nature of Britain's political	which is not fully
	culture and answers show a	culture and begin to construct	coherent.
	limited attempt to address the	arguments and explanations.	Conclusions
	requirements of the question.	Candidates offer limited analysis	frequently are not
	There is only a superficial	which shows some very limited	adequately related
	awareness of the context of the	awareness of factors. There is a	to the preceding
	question with little	minimal recognition of basic	discussion.
	interpretation or explanation	parallels and connections	
	and few examples, often	together with limited	
	inaccurately reported or	comparisons. There is a very	
	inappropriately used.	simple attempt to analyse the	
		nature of Britain's political	
		culture, with very basic	
		arguments and explanations	
		concerning the relative influence	
		of one factor.	



	Knowledge and	Skills	Communication
	Understanding	4.00	4.02
	AO1	AO2	A03
Question	Levels 3-4	Levels 3-4	Levels 3-4
2(a)	(3-4 marks)	(2 marks)	(2 marks)
8 marks	Candidates display thorough	Candidates confidently	Candidates communicate
	knowledge and understanding	apply a range, or a wide	arguments, explanations
	of the term opinion polls in a	range, of well developed	and conclusions with a
	political context and apply, or	concepts using political	clear sense of direction
	apply with confidence, an	vocabulary to explain	culminating in a
	appropriate range of developed	opinion polls. In an	conclusion which flows from or is linked to the
	concepts and theories enabling	appropriate manner	discussion.
	a definition of polls and/or	candidates analyse and	discussion.
	public opinion using political	synthesise political information and construct	
	vocabulary to analyse political	cogent and coherent	
	information and provide clear	C	
	and cogent explanations.	arguments and explanations based on	
		relevant factors.	
		Candidates provide	
		analyses which display a	
		sophisticated or sound	
		awareness of concepts	
		relating to issues such as	
		problems of measurement,	
		media exposure, possible	
		impact, alternative	
		sources, etc. The	
		'scientific' aspects of	
		measurement may be	
		discussed. Parallels and	
		connections are identified	
		together with well	
		developed comparisons.	
		There is a clear and full or	
		good evaluation of	
		principal issues, evaluating	
		consequent processes, and	
		related arguments and	
		explanations.	



	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question	Levels 1-2	Levels 1-2	Levels 1-2
2(a)	(1-2 marks)	(1 mark)	(1 mark)
(cont)	Candidates display a slight or outline knowledge and understanding of the concept of opinion polls and show a limited awareness of distinctions with other related aspects such as bandwagon/boomerang, media impact and regulation. Limited interpretation or explanation is offered, with examples which may be inaccurately or inappropriately used.	Candidates use a limited range of concepts to consider the term, and begin to construct arguments and explanations. Candidates offer limited analysis or assessment which shows some awareness of meaning. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations surrounding or connected with the term but any evaluations or explanations may be superficial and naïve.	Candidates communicate arguments, explanations and conclusions adequately with straight-forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Level 4	Level 4	Level 4
2(b)	(10-11 marks)	(7 marks)	(4 marks)
22	Candidates demonstrate a	Candidates confidently apply	Candidates communicate
	comprehensive understanding	a wide range of developed, or	arguments, explanations
	and knowledge of campaign	well developed, concepts	and conclusions with clarity
	factors which influence recent	explaining the influence of	and produce answers with a
	voting behaviour in general	campaign factors on recent	clear sense of direction
	elections. Candidates may	voting behaviour, using	culminating in a conclusion
	draw upon the general	appropriate political	which flows from the
	election material contained in	vocabulary, to analyse and	discussion.
	the stimulus. Candidates may	synthesise political	
	refer to the influence of	information and to construct	
	policies, image, leadership,	cogent and coherent	
	organisation, media, etc.	arguments and explanations	
	They may select and analyse	based on the relevant factors.	
	other relevant factors or	Candidates provide analyses	
	consider the impact of issues	which display a sophisticated	
	which are not part of the	awareness of relevant	
	official campaigns. They	concepts, such as election	
	provide examples, producing	issues, image, etc. Parallels	
	answers which fully address	and connections are identified	
	the requirements of the	together with well developed	
	question and demonstrate	comparisons. There is a clear	
	excellent contextual	and full, or good, evaluation	
	awareness. They produce	of issues, evaluating	
	answers which include	consequent processes, and	
	detailed and comprehensive	related arguments and	
	interpretations or	explanations.	
	explanations of the significant		
	factors and their impact, with		
	up-to-date examples or		
	references to the stimulus		
	material to substantiate and		
	illustrate points made.		



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Level 3	Level 3	Level 3
2(b)	(7-9 marks)	(5-6 marks)	(3 marks)
(cont)	Candidates demonstrate sound	Candidates use a limited	Candidates communicate
	knowledge of general election	range of concepts to consider	arguments, explanations
	campaign factors which have	campaign factors which have	and conclusions well and
	influenced recent voting	influenced recent voting	produce answers with a
	behaviour, producing answers	behaviour. Basic	conclusion clearly linked to
	with a clear attempt at	information is utilised when	the preceding discussion.
	addressing the requirements of	they begin to construct	
	the question and	arguments and explanations.	
	demonstrating sound	Candidates offer adequate	
	understanding of the issues	analysis which shows some	
	under discussion. They	awareness of concepts,	
	produce answers which	possible differences or	
	include developed and	similarities. There may be a	
	effective interpretations or	recognition of basic voting	
	explanations and provide clear	trends which is subject to a	
	evidence backed up by good	basic analysis in some form	
	examples to illustrate points	and which is associated with	
	made.	campaign impact. There is a	
		simple attempt to evaluate	
		arguments and explanations	
		for the differences and	
		distinctions in impact	
		reported. Evaluations of	
		explanations for differences	
		supported with examples.	



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Level 2	Level 2	Level 2
2(b) (cont)	Candidates demonstrate a basic knowledge of campaign factors which have influenced recent voting behaviour in general elections, though coverage might be unbalanced in terms of either depth or breadth. This imbalance may amount to being a limited attempt at addressing the requirements of the question. Candidates may demonstrate contextual awareness covering part of the question. They produce answers which include a partial but reasonably effective attempt at interpretation or explanation with some not very detailed examples	(3-4 marks) Candidates use a limited range of concepts to consider the influence of campaign factor(s) on recent voting behaviour, and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations concerning the relative influence of one aspect or campaign as opposed to at least one other.	(2 marks) Candidates communicate arguments and conclusions adequately with straight forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.
	Level 1 (1-3 marks) Candidates demonstrate slight and incomplete knowledge of campaign factor(s) which have influenced recent voting behaviour, and answers show a limited attempt to address the requirements of the question. There is only superficial awareness of the context of the question with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.	Level 1 (1-2 marks) Candidates use a very limited range of concepts to consider the impact of campaign factors on recent voting behaviour, and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is minimal recognition of basic parallels and connections together with limited comparisons. There is a very simple attempt to evaluate arguments and explanations concerning the relative influence of one aspect or campaign as opposed to at least one other. Conclusions may be superficial or naïve.	Level 1 (1 mark) Answers rely upon narrative which is not fully coherent. Conclusions are frequently not adequately related to the preceding discussion.



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Levels 3-4	Levels 3-4	Levels 3-4
3(a)	(3-4 marks)	(2 marks)	(2 marks)
8 marks	Candidates display thorough	Candidates confidently	Candidates communicate
	knowledge and understanding	apply a range, or a wide	arguments, explanations and
	of the political concept of	range, of well developed	conclusions with a clear sense
	share of the popular vote. In	concepts using political	of direction culminating in a
	appropriate detail, candidates	vocabulary to explain the	conclusion which flows from,
	show they appreciate the	term share of the popular	or is linked to, the discussion.
	differences between the	vote. In an appropriate	
	national share of the vote	manner candidates analyse	
	won by a party and other	and synthesise political	
	factors such as the share or	information and construct	
	number of seats won, using	cogent and coherent	
	political vocabulary to	arguments and	
	analyse political information	explanations based on	
	and provide clear and cogent	relevant factors.	
	explanations.	Candidates provide	
		analyses which display a	
		sophisticated or sound	
		awareness of concepts	
		relating to issues such as	
		the relationship between	
		votes cast and seats won.	
		Parallels and connections	
		are identified together	
		with well developed	
		comparisons. There is a	
		clear and full or good	
		evaluation of principles,	
		evaluating consequent	
		processes, and related	
		arguments and	
		explanations.	



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Levels 1-2	Levels 1-2	Levels 1-2
3(a)	(1-2 marks)	(1 mark)	(1 mark)
(cont)	Candidates display a slight or outline knowledge and understanding of the political concept of share of the popular vote. There may be a limited awareness of different voting systems and a limited, or very limited, attempt at addressing the requirements of the question.	Candidates use a limited range of concepts to consider the term share of the popular vote, and begin to construct arguments and explanations. Candidates offer limited analysis or assessment regarding the term. There is a recognition of basic, or very basic, parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments. Evaluations or explanations for differences may be superficial and naïve.	Candidates communicate arguments and conclusions adequately with straight forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Level 4	Level 4	Level 4
3(b)	(10-11 marks)	(7 marks)	(4 marks)
22 marks	Candidates demonstrate	Candidates confidently	Candidates communicate
	comprehensive understanding	apply a wide range of	arguments, explanations and
	and knowledge of the case for	developed, or well	conclusions with clarity and
	and/or against reforming the	developed, concepts to	produce answers with a clear
	electoral system for general	explain the case for (and	sense of direction culminating
	elections. This may	possibly against)	in a conclusion which flows
	legitimately include the case	reforming the electoral	from the discussion.
	against as well as for, but this	system for general	
	is not a necessity. There	elections using appropriate	
	should be excellent	political vocabulary. They	
	understanding of the	analyse and synthesise	
	traditional arguments	political information	
	concerning proportionality	regarding the proposition	
	and fairness, wider	and construct cogent and	
	representation, etc and/or	coherent arguments and	
	simplicity, strong	explanations based on	
	government, denial of access	relevant factors.	
	to extremists, etc, producing	Candidates provide	
	answers which fully address	analyses which display a	
	the requirements of the	sophisticated awareness of	
	question and demonstrating	relevant concepts relating	
	excellent contextual	to the proposition, with	
	awareness. Candidates	sound examples. Parallels	
	produce answers which may	and connections are	
	include references to other	identified together with	
	electoral systems or to	well developed	
	technical aspects of	comparisons. There is a	
	representation such as the	clear and full, or good,	
	cube law or the Plant and	evaluation of issues,	
	Jenkins reports - credit	evaluating consequent	
	should be given but such	processes, and related	
	information is not a necessity.	arguments and	
	Candidates may consider the	explanations.	
	politics of electoral reform		
	with up-to-date examples or references to the stimulus		
	material to substantiate and		
	illustrate points made.		



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Level 3	Level 3	Level 3
3(b)	(7-9 marks)	(5-6 marks)	(3 marks)
(cont)	Candidates demonstrate sound knowledge and understanding of the case for and/or against reforming the electoral system for general elections, which may involve consideration of counter-arguments, producing answers with a clear attempt at addressing the requirements of the question and demonstrating sound contextual awareness regarding the issues under discussion. They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.	Candidates use a limited range of concepts to consider the case for and/or against reforming the electoral system for general elections. Basic information is utilised when they begin to construct arguments and explanations regarding the case against and possibly, though not a necessity, the case for. Candidates offer limited analysis which shows some awareness of the worthiness of the case being argued or examined. There is a recognition of basic contrasts but little on parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations for the differences and distinctions reported. Evaluations or explanations for differences will be explicit.	Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question 3(b)	Level 2 (4-6 marks)	Level 2 (3-4 marks)	Level 2 (2 marks)
(cont)	Candidates demonstrate an outline knowledge of the case for and/or against reforming the electoral system for general elections, but with a limited attempt at addressing the requirements of the question. They may demonstrate contextual awareness covering part of the question. They produce answers which include a partial but reasonably effective attempt at interpretation or explanation with some not very detailed examples about the case against and may present the arguments in a simplified form.	Candidates use a limited range of concepts to consider the case for and/or against reforming the electoral system for general elections, and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations concerning the relative influence of one factor in the case against as opposed to at least one other factor.	Candidates communicate arguments and conclusions adequately with straight forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.
	Level 1 (1-3 marks) Candidates demonstrate slight and incomplete knowledge of the case for and/or against reforming the electoral system for general elections, and answers show a limited attempt to address the requirements of the question. There is only a superficial awareness of the context of the question with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.	Level 1 (1-2 marks) Candidates use a very limited range of concepts to consider the case for and/or against reforming the electoral system for general elections, and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors concerning a case. There is a minimal recognition of basic parallels and connections together with limited comparisons. There is a very simple attempt to evaluate arguments and explanations concerning the relative influence of one factor in the case for or against reform.	Level 1 (1 mark) Answers rely upon narrative which is not fully coherent. Conclusions are frequently not adequately related to the preceding discussion.



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Levels 3-4	Levels 3-4	Levels 3-4
4(a)	(3-4 marks)	(2 marks)	(2 marks)
8 marks	Candidates display thorough knowledge and understanding of the term mandate. In appropriate detail, candidates show they appreciate the differences between having and not having a mandate in an election. There may be an example drawn from beyond the stimulus, but this is not a necessity. Full awareness of current political developments and links to referendums displayed.	Candidates confidently apply a range, or a wide range, of well developed concepts using political vocabulary to explain the term mandate. In an appropriate manner candidates analyse and synthesise political information and construct cogent and coherent arguments and explanations based on relevant factors. Candidates provide analyses which display a sophisticated or sound awareness of concepts relating to relevant issues such as legitimacy. Parallels and connections are identified together with well developed comparisons. There is a clear and full or good evaluation of principal issues, consequent processes and related arguments and explanations.	Candidates communicate arguments, explanations and conclusions with a clear sense of direction culminating in a conclusion which flows from or is linked to the discussion.



	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question	Levels 1-2	Levels 1-2	Levels 1-2
4(a)	(1-2 marks)	(1 mark)	(1 mark)
(cont)	Candidates display a slight or outline knowledge and understanding of the political concept mandate. There may be a limited awareness of current developments and controversies within a limited, or very limited, attempt at addressing the requirements of the question. Limited explanation or interpretation is offered, with examples which may be inaccurately or inappropriately used.	Candidates use a limited range of concepts to explain the term mandate, and begin to construct arguments and explanations. Candidates offer limited analysis or assessment which shows some awareness of relevant issues. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations for the term. Evaluations or explanations may be superficial and naïve.	Candidates communicate arguments and conclusions adequately with straight forward narrative and/or explanation. A conclusion may be offered but its relationship to the proceeding discussion may be modest or implicit.



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question	Level 4	Level 4	Level 4
4(b)	(10-11 marks)	(7 marks)	(4 marks)
22 marks	Candidates demonstrate a	Candidates confidently apply	Candidates communicate
	comprehensive understanding	a wide range of developed or	arguments, explanations
	and knowledge of the use of	well developed concepts	and conclusions with
	referendums and the links	exploring the democratic	clarity, and produce
	between government and	case for the use of	answers with a clear sense
	public opinion. They may	referendums using	of direction, culminating
	refer to the difficulties in	appropriate political	in a conclusion which
	contemporary representation,	vocabulary. They analyse	flows from the discussion.
	legitimation of constitutional	and synthesise political	
	change, arbitration of moral	information and construct	
	controversy, etc, producing	cogent and coherent	
	answers which fully address	arguments and explanations.	
	the requirements of the	Some may argue in terms of	
	question and demonstrating	encouraging populism rather	
	excellent contextual	than democracy. Candidates	
	awareness. They produce	provide analyses which	
	answers which include	display a sophisticated	
	detailed and comprehensive	awareness of the case for,	
	interpretations or explanations	with sound examples.	
	of the significant arguments,	Parallels and connections are	
	with up-to-date examples or	identified together with well	
	references to the stimulus	developed comparisons.	
	material to substantiate and	There is a clear and full, or	
	illustrate points made.	good, evaluation of issues,	
		evaluating consequent	
		processes, and related	
		arguments and explanations.	
		There is analysis of 'extent'	
		as demanded by set question.	



	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question	Level 3	Level 3	Level 3
4(b)	(7-9 marks)	(5-6 marks)	(3 marks)
4(b) (cont)	(7-9 marks) Candidates demonstrate sound knowledge of the democratic case for the use of referendums, producing answers with a clear attempt at addressing the requirements of the question and demonstrating sound contextual awareness of the issues under discussion. They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.	Candidates use a sound range of concepts to consider the case for the use of referendums to enhance democracy. Basic information is utilised when they begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of possible resource advantages (and disadvantages). There is recognition of basic contrasts but little on parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations for the case(s) reported. Evaluations of explanations for aspects	Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.
		concerned with the case, differences etc may be superficial and naïve.	
	Level 2 (4-6 marks) Candidates demonstrate an outline knowledge of the democratic case for the use of referendums, and make vague or otherwise unbalanced reference to the counterargument(s) within a limited attempt at addressing the requirements of the question. They may demonstrate contextual awareness covering part of the question. They produce answers which include a partial but reasonably effective attempt at interpretation or explanation with some not very detailed examples about the case and may present the relevant workings/examples regarding the referendums in a simplified form.	Level 2 (3-4 marks) Candidates use a limited range of concepts to consider the democratic case for the use of referendums, and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate arguments and explanations concerning the relative influence of one advantage (or disadvantage) as opposed to at least one other.	Level 2 (2 marks) Candidates communicate arguments and conclusions adequately with straightforward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.



	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question	Level 1	Level 1	Level 1
4(b)	(1-3 marks)	(1-2 marks)	(1 mark)
(cont)	Candidates demonstrate slight and incomplete knowledge of the case for referendums, and answers show a limited attempt to address the requirements of the question. There is only superficial awareness of the context of the question with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.	Candidates use a very limited range of concepts to consider the case for the use of referendums, and begin to construct arguments and explanations. Candidates offer limited analysis which shows some awareness of factors. There is a minimal recognition of basic parallels and connections together with limited comparisons. There is a very simple attempt to evaluate arguments and explanations concerning the relative influence of one advantage (or disadvantage) as opposed to at least one other regarding responsiveness.	Answers rely upon narrative which is not fully coherent. Conclusions are frequently not adequately related to the preceding discussion.