



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

## June 2003

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### GCE

## Government and Politics

### Unit GOV6

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## 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 Board's 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 analyses, evaluation, arguments and explanations. 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**

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	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.
<b>Level 3</b>	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 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.

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

**Unit GOV 6 - The Politics of Northern Ireland, Scotland and Wales**

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1(a)</b> <b>8 marks</b>	<b>Levels 3-4 (2 marks)</b> Candidates demonstrate a good understanding of the term 'devolved legislative power'.	<b>Levels 3-4 (3-4 marks)</b> Candidates apply an appropriate range of concepts and theories (e.g. devolution, legislation) and use appropriate political vocabulary to construct clear and cogent arguments.	<b>Levels 3-4 (2 marks)</b> Candidates communicate arguments and conclusions with a clear sense of direction culminating in a conclusion which flows from or is linked to the discussion.
	<b>Levels 1-2 (1-mark)</b> Candidates demonstrate an outline understanding of the term 'devolved legislative power'.	<b>Levels 1-2 (1-2 marks)</b> Candidates apply a limited range of concepts and theories, offering a limited analysis of the reasons and simple explanations.	<b>Levels 1-2 (1 mark)</b> 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.

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1(b)</b> <b>12 marks</b>	<b>Level 4 (5-6 marks)</b> Candidates demonstrate a comprehensive knowledge and understanding from extract and own knowledge 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 of how/why devolution has not altered the constitutional status of Scotland within the UK (e.g. Westminster Parliament remains Sovereign; devolution not independence; basic rights of citizens apply throughout UK).	<b>Level 4 (4 marks)</b> Candidates confidently apply a wide range of well developed concepts (e.g. devolution, independence, sovereignty) using appropriate political vocabulary to analyse and synthesise political information. Candidates display a sophisticated awareness of concepts and a clear recognition of issues. Parallels and connections are identified (e.g. with Wales) together with well developed comparisons.	<b>Levels 3-4 (2 marks)</b> Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1(b) (cont'd)</b>	<b>Level 3 (3-4 marks)</b> Candidates demonstrate a sound knowledge and understanding from the extract and own knowledge producing answers with a clear attempt to fully address the requirements of the question. Candidates demonstrate sound contextual awareness. They produce answers which include developed and effective interpretations or explanations of how/why devolution has not altered the constitutional status of Scotland within the UK (e.g. Westminster Parliament remains Sovereign; devolution not independence; basic rights of citizens apply throughout UK).	<b>Level 3 (3 marks)</b> Candidates apply a range of developed concepts, (e.g. devolution, sovereignty) using appropriate political vocabulary to analyse and synthesise political information. Candidates display an awareness of differing viewpoints. Parallels and connections are identified (e.g. with Wales) together with some comparisons.	<b>See level above.</b>
	<b>Levels 1-2 (1-2 marks)</b> Candidates demonstrate an outline knowledge and understanding from the extract and own knowledge producing answers with a limited attempt to address the requirements of the question and which may demonstrate contextual awareness covering part of the question. They produce answers which include a partial but reasonably effective attempt at interpretations or explanations with some not very detailed examples to illustrate points.	<b>Levels 1-2 (1-2 marks)</b> Candidates apply a limited range of concepts and theories. Candidates offer limited analysis which shows some awareness of viewpoints. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple or no attempt to evaluate significance.	<b>Levels 1-2 (1 mark)</b> 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.

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1(c)</b> <b>20 marks</b>	<b>Level 4 (7-8 marks)</b> Candidates demonstrate comprehensive knowledge and understanding from the extract and own knowledge of the extent to which the Scottish Parliament represents a ‘stepping stone to independence’. They produce answers which fully address the requirements of the question and demonstrate excellent contextual awareness (e.g. political factors giving rise to devolution). They produce answers which include detailed and comprehensive interpretations or explanations and provide up to date examples (e.g. of policy decisions by Scottish Parliaments since 1999 and election results in Scotland post-devolution) to illustrate points made.	<b>Level 4 (7-8 marks)</b> Candidates apply a comprehensive range of well developed concepts (e.g. devolution, independence, accountability) and theories using appropriate political vocabulary to analyse and synthesise information. Candidates display a sophisticated awareness of concepts and a clear recognition of issues such as sovereignty and legitimacy. Parallels and connections (e.g. with Wales and Northern Ireland), are identified together with well developed comparisons.	<b>Level 4 (4 marks)</b> 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.



	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1(c) (cont'd)</b>	<b>Level 3 (5-6 marks)</b> Candidates demonstrate a sound knowledge and understanding from the extract and own knowledge of the extent to which the Scottish Parliament represents a stepping stone to independence. They produce answers with a clear attempt to address the requirements of the question and demonstrate sound contextual awareness (e.g. political factors giving rise to devolution). They produce answers which include developed and effective interpretations or explanations and provide good examples (e.g. of policy examples from the Scottish Parliament) to illustrate points made.	<b>Level 3 (5-6 marks)</b> Candidates apply a range of developed concepts (e.g. devolution, independence) and theories using political vocabulary to analyse and synthesise information. Candidates display an awareness of differing viewpoints and a recognition of issues. Parallels and connections, for example with Wales and Northern Ireland, are identified together with some comparisons.	<b>Level 3 (3 marks)</b> Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.
	<b>Levels 2 (3-4 marks)</b> Candidates demonstrate an outline knowledge and understanding of the extent to which the Scottish Parliament represents a stepping stone to independence. Answers may demonstrate contextual awareness covering part of the question. They produce answers which include partial but reasonably effective interpretations or explanations, and some not very detailed examples to illustrate points.	<b>Levels 2 (3-4 marks)</b> Candidates apply a limited range of concepts and theories. Candidates display an awareness of differing viewpoints and begin to construct arguments and explanations. They 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 explanations.	<b>Level 2 (2 marks)</b> 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.

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1(c) (cont'd)</b>	<b>Level 1 (1-2 marks)</b> Candidates demonstrate slight and incomplete knowledge and understanding of the extent to which the Scottish Parliament represents a stepping stone for independence, producing answers with a limited attempt to address the requirements of the question and which demonstrate only superficial contextual awareness with little interpretation or explanation and few examples often inaccurately reported or inappropriately used.	<b>Level 1 (1-2 marks)</b> Candidates' discussion is not supported by use of concepts. Arguments and explanations are not fully constructed. Analysis does not show awareness of differing viewpoints and very few parallels and connections are made to establish comparison. Evaluations and explanations are superficial and naïve.	<b>Level 1 (1 mark)</b> Answers rely on narrative which is not fully coherent. Conclusions are not adequately related to the preceding discussion.

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 2 40 marks</b>	<p><b>Level 4 (13-16 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of the political influence of nationalist parties in Scotland and Wales (e.g. electoral performance, role in devolved assemblies and Westminster). Answers fully address the requirements of the question and demonstrate excellent contextual awareness (e.g. nature of Scottish and Welsh nationalism, changing influences pre/post devolution). Candidates produce answers which include detailed and comprehensive interpretations or explanations and provide up to date examples to illustrate points made.</p>	<p><b>Level 4 (13-16 marks)</b> Candidates apply a comprehensive range of well developed concepts (e.g. nationalism, independence, devolution) and theories using appropriate political vocabulary to analyse and synthesise information. Candidates display a sophisticated awareness of concepts, and a clear recognition of issues such as divisions between different traditions. Parallels and connections (e.g. believes Scottish and Welsh nationalism) are identified together with well developed comparisons.</p>	<p><b>Level 4 (7-8 marks)</b> 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.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 2 (cont'd)</b>	<p><b>Level 3 (9-12 marks)</b> Candidates demonstrate a sound knowledge and understanding of the political influence of nationalist parties in Scotland and Wales (e.g. electoral performance, role in devolved assemblies and Westminster). They produce answers with a clear attempt at addressing the requirements of the question and they demonstrate sound contextual awareness (e.g. nature of Scottish and Welsh nationalism). They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.</p>	<p><b>Level 3 (9-12 marks)</b> Candidates apply a wide range of developed concepts (e.g. devolution, nationalism) and theories using political vocabulary to analyse and synthesise information. Candidates display an awareness of differing viewpoints and a recognition of issues. Parallels and connections (e.g. between Scottish and Welsh nationalism) are identified together with some comparisons.</p>	<p><b>Level 3 (5-6 marks)</b> Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 2 (cont'd)</b>	<p><b>Level 2 (5-8 marks)</b> Candidates demonstrate outline knowledge and understanding of the political influence of nationalist parties in Scotland and Wales (e.g. electoral performance, role in devolved assemblies and Westminster). Answers may demonstrate a limited attempt at addressing the requirements of the question. Candidates demonstrate contextual awareness. They produce answers which include a partial but reasonably effective attempt at interpretations or explanations and produce not very detailed examples to illustrate points made.</p>	<p><b>Level 2 (5-8 marks)</b> Candidates apply a limited range of concepts and theories. Candidates display an awareness of differing viewpoints and traditions and begin to construct arguments and explanations. They 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 explanations.</p>	<p><b>Level 2 (3-4 marks)</b> 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.</p>
	<p><b>Level 1 (1-4 marks)</b> Candidates demonstrate slight and incomplete knowledge of the political influence of nationalist parties in Scotland and Wales (e.g. electoral performance, role in devolved assemblies and Westminster) and of attempted solutions. Answers may demonstrate a limited attempt at addressing the requirements of the question. They demonstrate only superficial contextual awareness with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.</p>	<p><b>Level 1 (1-4 marks)</b> Candidates' discussion is not supported by use of concepts. Arguments and explanations are not fully constructed. Analysis does not show awareness of differing viewpoints and very few parallels and connections are made to establish comparison. Evaluations and explanations are superficial and naïve.</p>	<p><b>Level 1 (1-2 marks)</b> Answers rely on a narrative which is not fully coherent. Conclusions are frequently not adequately related to the preceding discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 3 40 marks</b>	<p><b>Level 4 (13-16 marks)</b></p> <p>Candidates demonstrate comprehensive knowledge and understanding of the religious and other reasons underlying the Northern Ireland issue. Answers fully address the requirements of the question and demonstrate excellent contextual awareness (e.g. social, cultural and historical factors; attempted solutions). Candidates produce answers which include detailed and comprehensive interpretations or explanations and provide up to date examples to illustrate points made.</p>	<p><b>Level 4 (13-16 marks)</b></p> <p>Candidates apply a comprehensive range of well developed concepts (e.g. sectarianism, power-sharing, unionism, nationalism) and theories using appropriate political vocabulary to analyse and synthesise information regarding the causes of the Northern Ireland issue. Candidates display a sophisticated awareness of concepts, and a clear recognition of issues such as divisions between different traditions. Parallels (e.g. with Scottish and Welsh nationalism) and connections (e.g. between religious and other factors) are identified together with well developed comparisons. There is a clear and full evaluation of ‘simply’ and ‘to what extent’.</p>	<p><b>Level 4 (7-8 marks)</b></p> <p>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.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 3 (cont'd)</b>	<b>Level 3 (9-12 marks)</b> Candidates demonstrate a sound knowledge and understanding of the religious reasons underlying the Northern Ireland issue. They produce answers with a clear attempt at addressing the requirements of the question and they demonstrate sound contextual awareness (e.g. social, historical, cultural factors the 1998 Peace Agreement). They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.	<b>Level 3 (9-12 marks)</b> Candidates apply a wide range of developed concepts (e.g. Unionism, Nationalism) and theories using political vocabulary to analyse and synthesise information regarding the causes of the Northern Ireland issue. Candidates display an awareness of differing viewpoints and a recognition of issues such as divisions between different traditions. Parallels and connections (e.g. between religious and other unusual factors) are identified together with some comparisons. There is a good evaluation 'to what extent'.	<b>Level 3 (5-6 marks)</b> Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 3 (cont'd)</b>	<b>Level 2 (5-8 marks)</b> Candidates demonstrate an outline knowledge and understanding of the reasons underlying the Northern Ireland issue, and of attempted solutions. Answers may demonstrate a limited attempt at addressing the requirements of the question. Candidates demonstrate contextual awareness. They produce answers which include a partial but reasonably effective attempt at interpretations or explanations and produce not very detailed examples to illustrate points made.	<b>Level 2 (5-8 marks)</b> Candidates apply a limited range of concepts and theories regarding the causes of the Northern Ireland issue. Candidates display an awareness of differing viewpoints and traditions and begin to construct arguments and explanations. They 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 'to what extent'.	<b>Level 2 (3-4 marks)</b> 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.
	<b>Level 1 (1-4 marks)</b> Candidates demonstrate slight and incomplete knowledge of the historical, political, cultural and other reasons underlying the Northern Ireland issue. Answers may demonstrate a limited attempt at addressing the requirements of the question. They demonstrate only superficial contextual awareness with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.	<b>Level 1 (1-4 marks)</b> Candidates' discussion is not supported by use of concepts. Arguments and explanations are not fully constructed. Analysis does not show awareness of differing viewpoints and very few parallels and connections are made to establish comparison. Evaluations and explanations are superficial and naïve. There is no attempt to address 'to what extent' or 'simply'.	<b>Level 1 (1-4 marks)</b> Answers rely on a narrative which is not fully coherent. Conclusions are not adequately related to the preceding discussion.



	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 4 40 marks</b>	<p><b>Level 4 (13-16 marks)</b></p> <p>Candidates demonstrate a comprehensive knowledge and understanding of the implications of establishing the Welsh Assembly (e.g. accountable to Welsh electorate). Answers fully address the requirements of the question and demonstrate excellent contextual awareness (e.g. factors giving use to devolution, intent of devolved powers). Candidates produce answers which include detailed and comprehensive interpretations or explanations and provide up to date examples to illustrate points made (e.g. policies pursued by Welsh Assembly).</p>	<p><b>Level 4 (13-16 marks)</b></p> <p>Candidates apply a comprehensive range of well developed concepts (e.g. accountability, nationalism) and theories using appropriate political vocabulary to analyse and synthesise information (such as continuing role of Westminster and Whitehall). Candidates display a sophisticated awareness of concepts, and a clear recognition of issues such as divisions between different traditions. Parallels and connections (e.g. with Scottish Parliament and Northern Ireland Assembly) are identified together with well developed comparisons. There is a clear and full evaluation of 'more accountable' and 'in practice'.</p>	<p><b>Level 4 (7-8 marks)</b></p> <p>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.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 4 (cont'd)</b>	<p><b>Level 3 (9-12 marks)</b> Candidates demonstrate a sound knowledge and understanding of the implications of establishing the Welsh Assembly solutions. They produce answers with a clear attempt at addressing the requirements of the question and they demonstrate sound contextual awareness (e.g. extent of devolved powers, electoral implications). They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.</p>	<p><b>Level 3 (9-12 marks)</b> Candidates apply a wide range of developed concepts (e.g. accountability) and theories using political vocabulary to analyse and synthesise information. Candidates display an awareness of differing viewpoints and a recognition of issues. Parallels and connections (e.g. with Scottish Parliament) are identified together with some comparisons. There is a good evaluation of 'more accountable' and 'in practice'.</p>	<p><b>Level 3 (5-6 marks)</b> Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>
	<p><b>Level 2 (5-8 marks)</b> Candidates demonstrate an outline knowledge and understanding of the implications of establishing the Welsh Assembly. Answers may demonstrate a limited attempt at addressing the requirements of the question. Candidates demonstrate contextual awareness. They produce answers which include a partial but reasonably effective attempt at interpretations or explanations and produce not very detailed examples to illustrate points made.</p>	<p><b>Level 2 (5-8 marks)</b> Candidates apply a limited range of concepts and theories. Candidates display an awareness of differing viewpoints and begin to construct arguments and explanations. They 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 'more accountable' and/or 'in practice'.</p>	<p><b>Level 2 (3-4 marks)</b> 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.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 4 (cont'd)</b>	<b>Level 1 (1-4 marks)</b> Candidates demonstrate slight and incomplete knowledge of the implications of establishing the Welsh Assembly. Answers may demonstrate a limited attempt at addressing the requirements of the question. They demonstrate only superficial contextual awareness with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.	<b>Level 1. (1-4 marks)</b> Candidates' discussion is not supported by use of concepts. Arguments and explanations are not fully constructed. Analysis does not show awareness of differing viewpoints and very few parallels and connections are made to establish comparison. Evaluations and explanations are superficial and naïve. There is no attempt to evaluate 'more accountable' or 'in practice'.	<b>Level 1. (1-2 marks)</b> Answers rely on a narrative which is not fully coherent. Conclusions are not adequately related to the preceding discussion.