



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

## June 2003

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### GCE

## Government and Politics

### Unit GOV8

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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 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 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, 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.

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Section A</b>	<b>Power</b>		
<b>Question A1 40 Marks</b>	In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge and understanding requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.	As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues, there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view; it is important that material included is linked logically within the framework of a relevant essay. Answers will be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.	
	<b>Level 4 (13–16 marks)</b> Candidates demonstrate a comprehensive knowledge of the nature of political power and political authority and the forms these may take. They will also have advanced knowledge and understanding of the concept of legitimacy in the context of power holding. They may have comprehensive knowledge and understanding of the theoretical dimensions to the issue and may refer to	<b>Level 4 (13–16 marks)</b> Candidates confidently apply a wide range of fully developed concepts and theories to analyse and synthesise information relating to political power and authority and to construct cogent and coherent arguments and explanations. They will recognise that the essential analysis centres on the fact that power and authority are not always the same thing. The analysis will sharply focuses on the fact	<b>Level 4 (7–8 marks)</b> Candidates use correct English grammar with excellent style. They communicate arguments, explanations and conclusions with clarity using detailed and sophisticated political vocabulary. They produce answers with a clear sense of direction and strong structure, culminating in a conclusion that flows from 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 A1 (contd.)</b>	<p><b>Level 4 (contd.)</b>  the work of Max Weber on the nature and sources of authority. They will have detailed and sophisticated knowledge and understanding of these sources, such as popular election, lawful appointment, appointment on the basis of merit, expertise, tradition, charisma.  They will recognise the difference between holding legitimate authority and having the ability to influence public policy. They will demonstrate detailed knowledge and understanding of a wide range of competing sources of political power, such as public opinion, the broadcasting media, the press, trade unions, protest groups, voluntary associations, the churches, the owners and controllers of capital, the financial institutions, the professions, multinational corporations, the EU, international political and security associations, and the impact of the global economy. They will also have excellent knowledge of social factors linked to power, such as gender, race and class. They will show accurate knowledge and understanding of theories of power and elitism.  They will produce answers that fully address the requirements of the</p>	<p><b>Level 4 (contd.)</b>  that power without authority can be unstable while authority can sometimes lack real power because of countervailing forces. They will clearly discern that governments can lose authority as a result of legitimacy crises such as bad management of the economy, sleaze allegations, policy failures, lack of charismatic leaders, poor opinion poll results, etc.  Candidates skilfully select a range of highly apposite examples of authoritative figures and institutions and analyse their sources of authority. They may demonstrate a comprehensive appreciation of the analysis of Max Weber to explore the sources of authority. They will skilfully select highly apposite examples of power holders who are not formal holders of state authority, such as interest groups, influential individuals, social movements, etc. from various parts of the specification, to illustrate their argument. They also select areas of policy from the full range of the specification to illustrate how they have been, or have not been, influenced by forces other than those with authority.  Candidates provide analyses that display a sophisticated awareness of</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question A1 (contd.)</b>	<p><b>Level 4 (contd.)</b> question and demonstrate excellent contextual awareness. They produce answers that include detailed and comprehensive interpretations or explanations and provide accurate evidence and up-to-date examples and theories drawn from a wide variety of sources from the entire range of the specification to substantiate and illustrate points made.</p>	<p><b>Level 4 (contd.)</b> differing viewpoints on the nature of political power 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, interest groups, policy-making processes, behaviour, arguments and explanations. Candidates demonstrate an impressive ability to draw parallels and make comparisons across the whole range of the specification studied and to use these in constructing arguments and discussions that cover the subject in the broadest sense Their conclusions will derive from the foregoing discussion and will focus clearly on the key proposition that it is not enough for governments to have power, they must also have authority.</p>	
	<p><b>Level 3 (9–12 marks)</b> Candidates demonstrate a sound knowledge of the nature of political power and political authority and the forms these may take. They will also have reliable knowledge and understanding of the concept of legitimacy in the context of power holding. They may have accurate knowledge and understanding of the</p>	<p><b>Level 3 (9–12 marks)</b> Candidates soundly apply a wide range of developed concepts and theories to analyse and synthesise information relating to political power and authority and to construct sound arguments and explanations. They will recognise that the essential analysis centres on the fact that power and authority are not always the same</p>	<p><b>Level 3 (5–6 marks)</b> Candidates use correct English grammar with good style. Candidates communicate explanations and conclusions well within a structured argument and produce answers with a conclusion 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 A1 (contd.)</b>	<p><b>Level 3 (contd.)</b>  theoretical dimensions to the issue and may make some slight reference to the work of Max Weber on the nature and sources of authority. They will have sound knowledge and understanding of these sources, such as popular election, lawful appointment, appointment on the basis of merit, expertise, tradition, and charisma. They will recognise the difference between holding legitimate authority and having the ability to influence public policy. They will demonstrate detailed knowledge and understanding of a wide range of competing sources of political power such as public opinion, the broadcasting media, the press, trade unions, protest groups, voluntary associations, the churches, the owners and controllers of capital, the financial institutions, the professions, multinational corporations, the EU, international political and security associations, and the impact of the global economy. They will also have some knowledge of social factors linked to power and authority, such as gender, race and class. They will show accurate knowledge and understanding of theories of power and elitism.</p>	<p><b>Level 3 (contd.)</b>  thing. The analysis will show some appreciation of the fact that power without authority can be unstable while authority can sometimes lack real power because of countervailing forces. They may note that governments can lose authority as a result of legitimacy crises such as bad management of the economy, sleaze allegations, policy failures, lack of charismatic leaders, poor opinion poll results, etc. Candidates select a good range of examples of authoritative figures and institutions and analyse their sources of authority. They may demonstrate some appreciation of the analysis of Max Weber to explore the sources of authority. They will select some generally apposite examples of power holders who are not formal holder of state authority, such as interest groups, influential individuals, social movements, etc. from various parts of the specification, to illustrate their arguments. They also select areas of policy from within the specification to illustrate how they have been, or have not been, influenced by forces other than those with authority. Candidates provide analyses that display some awareness of differing</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question A1 (contd.)</b>	<p><b>Level 3 (contd.)</b> They will produce answers showing a clear attempt at addressing the requirements of the question and demonstrating sound contextual awareness. They produce answers that include developed and effective interpretations or explanations and provide clear evidence backed up by good examples drawn from a wide range within the specification to illustrate points made.</p>	<p><b>Level 3 (contd.)</b> viewpoints on the nature of political power and a satisfactory recognition of issues. Some parallels and connections are identified, together with well-developed comparisons. There is a clear and full evaluation of political institutions, interest groups, policy-making processes, behaviour, arguments and explanations. Candidates demonstrate a sound ability to draw parallels and make comparisons across the whole range of the specification studied and to use these in constructing arguments and discussions that cover the subject in a reasonably broad sense. Their conclusions will mainly derive from the foregoing discussion and will focus to a reasonable extent on the proposition that it is not enough for governments to have power, they must also have authority.</p>	
	<p><b>Level 2 (5–8 marks)</b> Candidates demonstrate an outline knowledge of the nature of political power and the forms it may take. They will not fully understand the difference between power and authority. They will demonstrate knowledge and understanding of only a limited number of non-authoritative sources of political power, such as</p>	<p><b>Level 2 (5–8 marks)</b> Candidates use a limited range of concepts and theories to consider information on political power and authority. They begin to construct arguments and explanations. Candidates select some examples of interest groups, influential individuals, social movements, etc. from only a limited part of the</p>	<p><b>Level 2 (3–4 marks)</b> Candidates use adequate English grammar with reasonable style. Candidates communicate answers 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 A1 (contd.)</b>	<p><b>Level 2 (contd.)</b>  public opinion, the broadcasting media, the press, trade unions, protest groups, voluntary associations, the churches, the owners and controllers of capital, the financial institutions, the professions, multinational corporations, the EU, international political and security associations, and the impact of the global economy. There will be little evidence of theoretical approaches to the study of power and authority. They will have little knowledge of social factors linked to power such as gender, race and class.  They produce 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 that include a partial but reasonably effective attempt at interpretation or explanation, with some not very detailed examples drawn from a more narrow range of the specification to illustrate points.</p>	<p><b>Level 2 (contd.)</b>  specification to illustrate their arguments. They also select some limited areas of policy that illustrate how they have been, or have not been, influenced by forces other than those with authority. Candidates offer limited analyses that show some awareness of differing viewpoints on the nature of political power. 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 demonstrate some ability to draw parallels and make comparisons from a limited range of those parts of the specification studied. These may be used in a general way in constructing arguments and discussions of the subject as a whole. The conclusion does not entirely derive from the foregoing discussion and does not really focus on the essential proposition that it is not enough for governments to have power, they must also have authority.</p>	<p><b>Level 2 (contd.)</b>  Answers are likely to be loosely structured.</p>
	<p><b>Level 1 (1–4 marks)</b>  Candidates demonstrate a slight and incomplete knowledge of power and authority. They show only limited awareness of the</p>	<p><b>Level 1 (1–4 marks)</b>  Discussions will not be adequately supported by the use of concepts and theories relating to political power.</p>	<p><b>Level 1 (1–2 marks)</b>  Candidates use poor English grammar with little style. Answers will rely on narrative that is not fully coherent. Conclusions will</p>



	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question A1 (contd.)</b>	<b>Level 1 (contd.)</b> issue in question. They make a very limited attempt to address the requirements of the question. They will display only superficial awareness of the context of the question, with little interpretation and few examples, often inaccurately reported or inappropriately used.	<b>Level 1 (contd.)</b> Candidates select very few, or no, examples that illustrate the exercise of power and authority. They also fail to select apposite areas of policy from the specification that illustrate how they have been, or have not been, influenced by forces other than government. Arguments and explanations will not be fully constructed. Analyses will not show awareness of differing viewpoints and very few parallels and connections will be used to establish comparisons. Evaluations of political institutions, processes, arguments or explanations will be superficial or naive.	<b>Level 1 (contd.)</b> frequently not be 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 A2 40 marks</b>	In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.	As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view; it is important that material included is linked logically within the framework of a relevant essay. Answers will be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
<b>Question A2 (contd.)</b>	<p><b>Level 4 (13–16 marks)</b> Candidates demonstrate a comprehensive knowledge and understanding of the idea of centralisation of government. They will show perceptive understanding of the various ways in which governments can be, or become, centralised. They will show perceptive knowledge and understanding of the ideological dimension to the question, understanding the contrast between liberalism and socialism with respect to the question of centralised government (e.g. planning versus <i>laissez faire</i>).</p>	<p><b>Level 4 (13–16 marks)</b> Candidates will clearly recognise that the essence of the question centres on the idea of the dispersal or centralisation of power, and the implications of both. They will produce answers that fully address the requirements of the question and demonstrate excellent contextual awareness. They will confidently apply a wide range of fully developed concepts and theories, using detailed political vocabulary, to analyse and synthesise information relating to the structure of state power in modern societies. Candidates will analyse the concept of power and</p>	<p><b>Level 4 (7–8 marks)</b> Candidates use correct English grammar with excellent style. They communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction and strong structure, culminating in a conclusion that flows from the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
<b>Question A2 (contd.)</b>	<p><b>Level 4 (contd.)</b>  They will note allegations of centralisation by New Labour. They will demonstrate detailed and accurate knowledge and understanding of the theory of pluralism, (arguing that power is dispersed) and elitism (arguing that it is centralised in the hands of the few). They will show clear and sophisticated knowledge and understanding of the justifications that can be offered for centralised government such as the existence of an elite political class, the need for governments to govern, the superior information and intellectual resources of public bureaucrats, their <i>esprit de corps</i>, long experience and intimate knowledge of the government machinery. They will also give a clear and well argued account of the various constitutional means for preventing a concentration of power, such as the separation of powers, bicameralism, cabinet government, federal government, local government and limited terms of office.</p>	<p><b>Level 4 (contd.)</b>  note the different forms of government which can emerge from its concentration or dispersal. They will persuasively explore the extent to which the concentration of power can be a mark of totalitarian, non-democratic government. On the other hand, they may argue that non-centralised government can be weak and vacillating. Their analysis will look critically at developments within modern societies, noting trends towards centralisation or otherwise. They will skilfully introduce important debates such as that on the power of the prime minister, the increased role of government press officers, the weakening of parliament, the weakening of the trade unions and professional associations, the relationship of central government to local government and so on. They will bring in the ideological dimension by noting how some ideologies can lead to a centralisation of state power and others to devolution and <i>laissez faire</i>.</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question A2 (contd.)</b>	<b>Level 4 (contd.)</b> Candidates will show knowledge and understanding through examples drawn from all parts of the specification to illustrate the way in which power has been centralised, such as the bypassing of parliament, the weakening of local government, tightening party discipline, the increase of prime ministerial power, the weakening of the trade unions, the appointment of ministerial advisers, think-tanks, central efficiency reviews of public sector organisations, new regulatory regimes, management reforms, structural reforms, etc.	<b>Level 4 (contd.)</b> They will introduce skilfully chosen examples of important cases drawn from the entire range of the specification, including central government, provincial government, local government, quangos, the USA, and the EU. They will also identify trends in modern society that increase or decrease centralisation of power.	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question A2 (contd.)</b>	<p><b>Level 4 (contd.)</b>  They will also have advanced knowledge and understanding of countervailing trends such as devolution, regionalism, the increased power of certain interest groups, the effects of the global economy, increased recourse to direct action by some groups, a more assertive and enquiring public, increased judicial activism, parliamentary reforms, media, bureaucratic power hiving off, agencification and privatisation. They will show deep knowledge and understanding of possible centralisation (or non-centralisation) at all levels of government, including local, provincial, US government and the EU. They produce answers that demonstrate knowledge of theories along with detailed and comprehensive interpretations or explanations and provide accurate evidence drawn from the entire specification.</p>	<p><b>Level 4 (contd.)</b>  They will construct cogent and coherent arguments and explanations. Candidates provide analyses that 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 demonstrate an impressive ability to draw parallels and make comparisons across the whole range of the specification and use these in constructing arguments and discussions that cover the subject in the broadest sense.</p> <p>The conclusions will follow from the foregoing discussion and offer a clear and well-focused analysis of the proposition that governments are becoming more centralised and more powerful.</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
<b>Question 2A (contd.)</b>	<p><b>Level 3 (9–12 marks)</b></p> <p>Candidates demonstrate sound and fairly comprehensive knowledge and understanding of the idea of centralisation of government. They will show sound understanding of the various ways in which governments can be, or become, centralised. They will show reliable knowledge and understanding of the ideological dimension to the question, understanding the contrast between liberalism and socialism with respect to the question of centralised government (e.g. planning versus <i>laissez faire</i>). They will note allegations of centralisation by New Labour. They will demonstrate some basic knowledge and understanding of the theory of pluralism, (power is dispersed) and of elitism (it is centralised in the hands of the few). They will have basic but reliable knowledge and understanding of the justifications that can be offered for centralised government such as the existence of an elite political class, the need for governments to govern, the superior information and intellectual resources of public bureaucrats, their <i>esprit de corps</i>, long experience and intimate knowledge of the government machinery. They will also give a clear</p>	<p><b>Level 3 (9–12 marks)</b></p> <p>Candidates will generally recognise that the essence of the question centres on the idea of the dispersal or centralisation of power, and the implications of both. They will produce answers that soundly address the requirements of the question and demonstrate reliable contextual awareness. They will competently apply a reasonably wide range of well-developed concepts and theories, using informed political vocabulary, to analyse and synthesise information relating to the structure of state power in modern societies. Candidates will analyse the concept of power and note the different forms of government which can emerge from its concentration or dispersal. They will soundly explore the extent to which the concentration of power can be a mark of totalitarian, non-democratic government. On the other hand, they may argue that non-centralised government can be weak and vacillating. Their analysis will look critically at developments within modern societies, noting trends towards centralisation or otherwise. They will carefully introduce some of the important debates, such as</p>	<p><b>Level 3 (5–6 marks)</b></p> <p>Candidates use correct English grammar with good style. Candidates communicate explanations and conclusions well within a structured argument and produce answers with conclusions linked to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
<b>Question A2 (contd.)</b>	<p><b>Level 3 (contd.)</b> and well-argued account of the various constitutional means for preventing a concentration of power, such as the separation of powers, bicameralism, cabinet government, federal government, local government and limited terms of office. Candidates will show knowledge and understanding through examples drawn from a reasonable range of the specification to illustrate the way in which power has been centralised such as the bypassing of parliament, the weakening of local government, tightening party discipline, the increase of prime ministerial power, the weakening of the trade unions, the appointment of ministerial advisers, think-tanks, central efficiency reviews of public sector organisations, new regulatory regimes, management reforms, structural reforms etc. They will also have knowledge and understanding of countervailing trends such as devolution, regionalism, the increased power of certain interest groups, the effects of the global economy, increased recourse to direct action by some groups, a more assertive and enquiring public, increased judicial activism, parliamentary</p>	<p><b>Level 3 (contd.)</b> that on the power of the prime minister, the increased role of government press officers, the weakening of parliament, the weakening of the trade unions and professional associations, the relationship of central government to local government and so on. They may bring in the ideological dimension by noting how some ideologies can lead to a centralisation of state power and others to devolution and <i>laissez faire</i>. They will introduce soundly chosen examples of some cases drawn from a reasonable range of the specification, including central government, provincial government, local government, quangos, the USA, and the EU. They may also identify trends in modern society that increase or decrease centralisation of power. They will construct sound arguments and explanations. Candidates provide analyses that display an awareness of differing viewpoints and a clear recognition of issues. There is a clear recognition of parallels and connections, together with some comparisons. There is good evaluation of political institutions,</p>	



	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question A2 (contd.)</b>	<p><b>Level 3 (contd.)</b>  reforms, media, bureaucratic power, hiving off, agencification and privatisation. They will show sound knowledge and understanding of possible centralisation (or non-centralisation) at all levels of government including local, provincial, US government and the EU.  They produce answers that include developed and effective interpretations or explanations and provide clear evidence drawn from a good range within the specification backed up by good examples to illustrate points made.</p>	<p><b>Level 3 (contd.)</b>  processes, behaviour, arguments and explanations. Candidates demonstrate an ability to draw parallels and make comparisons across broad areas of the parts of the specification studied, and to use these in constructing arguments and discussions that relate to the generic concepts of the subject as a whole.  The conclusions will generally follow from the foregoing discussion and offer a clear and well-focused analysis of the proposition that governments are becoming more centralised and more powerful.</p>	
	<p><b>Level 2 (5–8 marks)</b>  Candidates demonstrate an outline knowledge of and understanding of the idea of centralisation of government. They will show some degree of understanding of the various ways in which governments can be, or become, centralised. They will have little reliable knowledge and understanding of the ideological dimension to the question. They may touch upon allegations of centralisation by New Labour. They will say little, if anything, on the theory of pluralism or elitism. They will have only basic and somewhat unreliable knowledge and understanding of the</p>	<p><b>Level 2 (5–8 marks)</b>  Candidates will not fully recognise that the essence of the question centres on the idea of the dispersal or centralisation of power, and the implications of both. They will produce answers that only partly address the requirements of the question and demonstrate rather unreliable contextual awareness. They will apply only a limited range of concepts and theories, using limited political vocabulary, to analyse and synthesise information relating to the structure of state power in modern societies.  Candidates will analyse the concept of power and make some reference to</p>	<p><b>Level 2 (3–4 marks)</b>  Candidates use adequate English grammar with reasonable style. Candidates communicate answers 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. Answers are likely to be loosely structured.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question A2 (contd.)</b>	<p><b>Level 2 (contd.)</b>  justifications that can be offered for centralised government. They will give only an ill-argued account of the various constitutional means for preventing a concentration of power.  Candidates will show some knowledge and understanding through examples but they will be drawn from only a limited range of the specification. They will also have little knowledge and understanding of countervailing trends. They will examine only a limited number of levels of government. They produce answers that include a partial but reasonably effective attempt at interpretations or explanations, with some not very detailed examples to illustrate points.</p>	<p><b>Level 2 (contd.)</b>  the different forms of government which can emerge from its concentration or dispersal. They will touch upon the extent to which the concentration of power can be a mark of totalitarian, non-democratic government. Their analysis will not look critically at developments within modern societies. They will introduce only a few relevant debates. They will not consider the ideological dimension. They will give a few examples of some cases drawn from the limited range of the specification. Arguments and explanations will not be clear. Candidates provide analyses that display only a limited awareness of differing viewpoints and little recognition of issues. There is little, if any, recognition of parallels, connections or comparisons. The conclusions will not clearly follow from the foregoing discussion and will not clearly focus back on the proposition that governments are becoming more centralised and more powerful.</p>	
	<p><b>Level 1 (1-4 marks)</b>  Candidates demonstrate a slight and incomplete knowledge of the centralisation of power.</p>	<p><b>Level 1 (1-4 marks)</b>  Discussions will not be adequately supported by the use of concepts and theories relating to the</p>	<p><b>Level 1 (1-4 marks)</b>  Candidates use poor English grammar with little style. Answers will rely on narrative that is not fully</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question A2 (contd.)</b>	<b>Level 1 (contd.)</b> They make a very limited attempt to address the requirements of the question. There is only superficial awareness of the context of the question, with little interpretation and few examples, which are often inaccurately reported or inappropriately used.	<b>Level 1 (contd.)</b> concentration of power. Arguments and explanations will not be fully constructed. Analyses will not show awareness of differing viewpoints and very few parallels and connections will be used to establish comparisons. Evaluations and explanations will be superficial or naive. The conclusion will not address the central issue in the question.	<b>Level 1 (contd.)</b> coherent. Conclusions will frequently not be 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>Section B</b>	<b>Participation and Representation</b>		
<b>Question B1</b> <b>40 marks</b>	In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge and understanding requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.	As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues, there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view; it is important that material included is linked logically within the framework of a relevant essay. Answers will be judged on factors, such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.	
	<b>Level 4</b> <b>(13–16 marks)</b> Candidates demonstrate a comprehensive knowledge and understanding of the concepts of direct democracy, direct action, representative government and the modern state. They also demonstrate comprehensive knowledge and understanding of related concepts, such as popular will, representative assembly, populism, apathy, etc.	<b>Level 4</b> <b>(13–16 marks)</b> Candidates confidently apply a wide range of fully developed concepts and theories relating to forms of representation and participation, using detailed political vocabulary, to analyse and synthesise political information. They will recognise that the essential analysis must focus on the limitations of direct democracy and direct	<b>Level 4</b> <b>(7–8 marks)</b> Candidates use correct English grammar with excellent style. They communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction and strong structure, culminating in a conclusion that flows from 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 B1 (contd.)</b>	<p><b>Level 4 (contd.)</b> Candidates will also demonstrate advanced and sophisticated knowledge and understanding of various forms of direct democracy, such as the recall, referendums, official opinion polls, focus groups and citizens panels. They will demonstrate advanced and sophisticated knowledge and understanding of various forms of, and vehicles for, direct action, such as demonstrations, protests, marches, campaigns, strikes, petitions, violence, etc. They will also show keen and critical awareness of insider operations as an alternative to direct action and representative government. They will have advanced knowledge and understanding of theories that can be applied to these forms of participation, such as pluralism, neo-pluralism, hyper-pluralism, overload, elitism, neo-elitism, Marxism, Neo-Marxism, etc. They will display sophisticated knowledge and understanding of the mechanisms of representation and representative government, such as voting, canvassing, the mandate, the manifesto, ministerial accountability, etc. They will fully</p>	<p><b>Level 4 (contd.)</b> action in the modern state. They will confidently define the terms and concepts that are central to the question, such as direct democracy, direct action, representative government and the modern state. They also demonstrate comprehensive knowledge and understanding of related concepts, such as popular will, representative assembly, populism, apathy, etc. They will examine and explain in a sophisticated way the role of the modern state, showing keen recognition of the complexity of the operation. They will critically analyse at a sophisticated level various forms of direct participation, such as demonstrations, strikes, petitions, violence, etc. They will perceptively note the limitations of these. In this analysis they confidently apply theories, such as pluralism, hyper-pluralism, overload, elitism, neo-elitism, Marxism, neo-Marxism, etc. They will creatively bring in a wide and illuminating range of examples, such as those indicated in AO1. They will analyse the meanings and interpretations placed on representative democracy. They will clearly explain the working of the</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question B1 (contd.)</b>	<p><b>Level 4 (contd.)</b>  understand theories of representation. They will also have a well-developed critical awareness of the weaknesses in modern representative government. This will entail advanced understanding and knowledge of the limitations and failings of electoral systems and systems of accountability. They will have sophisticated knowledge and understanding of the various roles of elected representatives including ministers, Members of Parliament (and Congressmen), local councillors, members of the new provincial assemblies and parliaments, MEPs and US Congressmen. They will also have detailed and developed knowledge and understanding of factors limiting the scope of elected representatives, such as party discipline, career ambitions, patronage, dual careers, sexism and racism. They will show deep and accurate knowledge and understanding of theoretical perspectives on representation, such as the concept of the delegate and the Burkean view. They will have at their disposal a comprehensive</p>	<p><b>Level 4 (contd.)</b>  mechanisms of representative democracy, such as voting systems, the mandate, the manifesto, accountability, responsibility, etc. They will confidently explore the diverse roles of elected representatives, such as local councillors, Members of Parliament, members of the new provincial assemblies and parliaments, MEPs and US Congressmen. They will apply theories of representation and discuss whether MPs do, or should, represent the views of their constituents. They may introduce a discussion on referendums or the defects in the electoral system. They will explain with confidence, and with convincing evidence, the extent to which elected representatives (MPs, MSPs, MEPs, Parliament, local councillors, etc. and perhaps the US Congress), can, and do, challenge government. They will critically assess the effectiveness of these today. They may introduce in a sophisticated manner the issue of parliamentary reform. They will critically consider new government-created forms of participation, such as opinion polls, focus groups and citizens' panels</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question B1 (contd.)</b>	<p><b>Level 4 (contd.)</b>  range of examples skilfully drawn from their studies of politics and government and encompassing the full extent of the relevant parts of the specification. They will produce answers that fully address the requirements of the question and demonstrate excellent contextual awareness. Their answers include detailed and comprehensive interpretations or explanations and provide accurate evidence and up-to-date examples to substantiate an illustrate points made.</p>	<p><b>Level 4 (contd.)</b>  used by modern governments. They will critically examine these as adjuncts to existing mechanisms for representative democracy. Candidates will construct cogent and coherent arguments and explanations. They provide analyses that 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 demonstrate an impressive ability to draw parallels and make comparisons across the whole range of parts of the specification studied and to use these in constructing arguments and discussions that covers the subject in the broadest sense. Throughout they will make a skilful choice of empirical examples to back up their arguments. Candidates' conclusions will be clearly indicated and will derive from the foregoing discussion. They will offer a clear and well-argued view on the value of representative government in the modern state.</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
	<p><b>Level 3 (9–12 marks)</b> Candidates demonstrate a reliable knowledge and understanding of the concepts of direct democracy, direct action representative government and the modern state. They also demonstrate sound knowledge and understanding of related concepts, such as popular will, representative assembly, populism, apathy, etc. Candidates will also demonstrate soundly based knowledge and understanding of various forms of direct democracy, such as the recall, referendums, official opinion polls, focus groups and citizens panels. They will demonstrate accurate knowledge and understanding of various referendums, official opinion polls, focus groups and citizens panels. They will demonstrate accurate knowledge and understanding of various forms of, and vehicles for, direct action, such as demonstrations, protests, marches, campaigns, strikes, petitions, violence, etc. They will also show some degree of critical awareness of insider operations as an alternative to direct action and representative government. In addition they will have sound knowledge and understanding of some</p>	<p><b>Level 3 (9–12 marks)</b> Candidates clearly apply a reasonable range of moderately developed concepts and theories relating to forms of representation and participation, using accurate political vocabulary, to analyse and synthesise political information. They will recognise that the essential analysis must focus on the limitations of direct democracy and direct action in the modern state. They will accurately define the terms and concepts that are central to the question, such as direct democracy, direct action representative government and modern state. They clearly define related concepts, such as popular will, representative assembly, populism, apathy, etc. They will examine and explain in a clear but unsophisticated way the role of the modern state, showing sound recognition of the complexity of the operation. They will critically analyse various forms of direct participation, such as demonstrations, strikes, petitions, violence, etc. They will briefly note the limitations of these. In this analysis they apply theories, such as pluralism, neo-pluralism, hyper-pluralism, overload, elitism, neo-elitism, Marxism, Neo-Marxism,</p>	<p><b>Level 3 (5–6 marks)</b> Candidates use correct English grammar with good style. Candidates communicate explanations and conclusions well within a structured argument and produce answers with a conclusion 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 B1 (contd.)</b>	<p><b>Level 3 (contd.)</b>  of the theories that can be applied to these forms of participation, such as pluralism, neo-pluralism, hyper-pluralism, overload, elitism, neo-elitism, Marxism, Neo-Marxism, etc.  They will display reliable knowledge and understanding of the mechanisms of representation and representative government, such as voting, canvassing, the mandate, the manifesto, ministerial accountability, etc. They will fully understand theories of representation.  They will also have a reasonably well-developed critical awareness of the weaknesses in modern representative government. This will entail some understanding and knowledge of the limitations and failings of electoral systems and systems of accountability. They will have reliable though not sophisticated knowledge and understanding of the various roles of elected representatives including ministers, Members of Parliament (and Congressmen), local councillors, members of the new provincial assemblies and parliaments, MEPs and US Congressmen.</p>	<p><b>Level 3 (contd.)</b>  etc. They will bring in a reasonably wide range of examples, such as those indicated in AO1.  They will make some attempt to analyse the meanings and interpretations placed on representative democracy. They will fairly clearly explain the working of the mechanism of representative democracy, such as voting systems, the mandate, the manifesto, accountability, responsibility, etc.  They will make some attempt to explore the diverse roles of elected representatives, such as local councillors, Members of Parliament, members of the new provincial assemblies and parliaments, MEPs and US Congressmen. They will show some basic awareness of theories of representation and discuss whether MPs do, or should, represent the views of their constituents. They may introduce a discussion on referendums or the defects in the electoral system.  They will explain with some degree of confidence, and with reasonable evidence, the extent to which elected representatives (MPs, MSPs MEPs, Parliament, local councillors, etc. and perhaps the US Congress)</p>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
<b>Section B1 (contd.)</b>	<p><b>Level 3 (contd.)</b>  They will also have reasonably detailed and developed knowledge and understanding of factors limiting the scope of elected representatives, such as party discipline, career ambitions, patronage, dual careers, sexism and racism. They will show some rudimentary but accurate knowledge and understanding of theoretical perspectives on representation, such as the concept of the delegate and the Burkean view. They will have at their disposal a reasonable range of examples from their studies of politics and government encompassing a good extent of the relevant parts of the specification. Answers will include reasonably detailed and comprehensive interpretations or explanations and provide fairly accurate evidence and up-to-date examples to substantiate and illustrate points made.</p>	<p><b>Level 3 (contd.)</b>  can, and do, challenge government. They may critically assess the effectiveness of these today and may briefly introduce the issue of parliamentary reform. They will touch upon new government-created forms of participation, such as opinion polls, focus groups and citizens' panels used by modern governments. They will examine these as adjuncts to existing mechanisms for representative democracy. Candidates will construct sound arguments and explanations. They provide analyses that display a degree of awareness of differing viewpoints and a satisfactory recognition of issues. Parallels and connections are identified, together with some not fully developed comparisons. There is some evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates demonstrate a sound ability to draw parallels and make comparisons across the whole range of parts of the specifications studied and to use these in constructing arguments and discussions that cover the subject fairly broadly. Throughout they will make a sound choice of empirical examples to back up their arguments.</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Section B1 (contd.)</b>		<b>Level 3 (contd.)</b> Candidates' conclusions will be clearly indicated and will derive from the foregoing discussion. They will offer a sound assessment of what direct democracy and direct action can achieve. They will offer a reasonably clear and well-argued view on the value of representative government in the modern state.	
	<b>Level 2 (5–8 marks)</b> Candidates demonstrate limited knowledge and understanding of the concepts of direct democracy, direct action representative government and the modern state. There is little consideration of related concepts, such as popular will, representative assembly, populism, apathy, etc. Candidates demonstrate restricted knowledge and understanding of various forms of direct democracy, such as the recall, referendums, official opinion polls, focus groups and citizen panels. They will demonstrate some knowledge and understanding of various forms of, and vehicles for, direct action, such as demonstrations, protests, marches, campaigns, strikes, petitions, violence, etc. They will also show little, if any, critical awareness	<b>Level 2 (5–8 marks)</b> Candidates apply only moderately developed concepts and theories relating to forms of representation and participation, using reasonably accurate political vocabulary, to analyse and synthesise political information. They will only partly recognise that the essential analysis must focus on the limitations of direct democracy and direct action in the modern state. They will offer limited definitions of the terms and concepts that are central to the question, such as direct democracy, direct action representative government and modern state. They also demonstrate little knowledge and understanding of related concepts, such as popular will, representative assembly, populism, apathy, etc. They will examine and	<b>Level 2 (3–4 marks)</b> Candidates use adequate English grammar with reasonable style. Candidates communicate answers 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. Answers are likely to be loosely structured.

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question B1 (contd.)</b>	<p><b>Level 2 (contd.)</b>  of insider operations as an alternative to direct action and representative government. They will have some knowledge and understanding of a limited number of theories that can be applied to these forms of participation, such as pluralism, neo-pluralism, hyper-pluralism, overload, elitism, neo-elitism, Marxism, Neo-Marxism, etc.  They will display somewhat unreliable knowledge and understanding of the mechanism of representation and representative government, such as voting, canvassing, the mandate, the manifesto, ministerial accountability, etc. They will also have limited critical awareness of the weaknesses in modern representative government. They will have some unsophisticated knowledge and understanding of the various roles of elected representatives including ministers, Members of Parliament (and Congressmen), local councillors, members of the new provincial assemblies and parliaments, MEPs and US Congressmen.  They will also have somewhat undeveloped knowledge and understanding of factors</p>	<p><b>Level 2 (contd.)</b>  explain in a limited way the role of the modern state, with little recognition of the complexity of the operation. They will analyse only a small number of various forms of direct participation, such as demonstrations, strikes, petitions, violence, etc. They will say little on the limitations of these. They will not apply theories.  They will make little attempt to analyse the meanings and interpretations placed on representative democracy or explain the working of the mechanism of representative democracy, such as voting systems, the mandate, the manifesto, accountability, responsibility, etc.  They will make a restricted attempt to explore the diverse roles of elected representatives, such as local councillors, Members of Parliament, members of the new provincial assemblies and parliaments, MEPs and US Congressmen. They will show some basic awareness of theories of representation and discuss whether MPs do, or should, represent the views of their constituents. They may introduce a limited discussion on referendums or the defects in the electoral system.</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question B1 (contd.)</b>	<p><b>Level 2 (contd.)</b>  limiting the scope of elected representatives, such as party discipline, career ambitions, patronage, dual careers, sexism and racism. They will show little knowledge and understanding of theoretical perspectives on representation, such as the concept of the delegate and the Burkean view. They will use only a limited range of examples from their studies of politics and government and these will come from only a limited part of the specification.</p>	<p><b>Level 2 (contd.)</b>  They will attempt to explain the extent to which elected representatives (MPs, MSPs MEPs, Parliament, local councillors, etc. and perhaps the US Congress) can, and do, challenge government but will offer little critical analysis on the effectiveness of these today. They are unlikely to touch upon new government-created forms of participation. Candidates begin to construct arguments and explanations, offering limited analyses that show some awareness of differing viewpoints. There is only slight recognition of basic parallels and connections, together with limited comparisons. There are simple attempts to evaluate processes, behaviour, arguments or explanations. They produce answers that include partial and not very effective attempts at interpretation or explanation, with some not very detailed examples to illustrate points. Conclusions will be not be clearly indicated, will not logically follow from the foregoing discussion and will be unconvincing in assessing the value and effectiveness of forms of direct democracy and direct action.</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question B1 (contd.)</b>	<b>Level 1 (1–4 marks)</b> Candidates demonstrate a slight and incomplete knowledge and understanding of theories of representation or participation. There will be a very limited attempt to address the requirements of the question. There will be only superficial awareness of the context of the question, with little interpretation and few examples, often inaccurately reported or inappropriately used	<b>Level 1 (1–4 marks)</b> Discussions will not be adequately supported by the use of concepts and theories of participation and representation. Arguments and explanations will not be fully constructed. Analyses will not show awareness of differing viewpoints and very few parallels and connections will be used to establish comparisons. Evaluations, arguments or explanations will be superficial or naive.	<b>Level 1 (1–2 marks)</b> Candidates use poor English grammar with little style. Answers will rely on narrative that is not fully coherent. Conclusions will frequently not be 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 B2 40 Marks</b>	In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able bring to the discussion. Hence, any specification of knowledge and understanding requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.	As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues, there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view; it is important that material included is linked logically within the framework of a relevant essay. Answers will be judged on factors, such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.	
	<b>Level 4 (13–16 marks)</b> Candidates demonstrate a sophisticated and comprehensive knowledge and understanding of the concepts of electoral turnout and modern democratic government. They will show perceptive knowledge and understanding of the centrality of elections in modern political systems of representative government.	<b>Level 4 (13–16 marks)</b> Candidates confidently apply a wide range of fully developed and relevant concepts and theories, using detailed political vocabulary, to analyse and synthesise information. Candidates will clearly recognise that the essential analysis should centre on the debate about falling electoral turnouts as an indication of the state of participation in	<b>Level 4 (7–8 marks)</b> Candidates use correct English grammar with excellent style. They communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction and strong structure, culminating in a conclusion that clearly flows from 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 (contd.)</b>	<p><b>Level 4 (contd.)</b>  They demonstrate detailed and accurate knowledge and understanding of the way elections operate at all levels.  They will show detailed and sophisticated knowledge and understanding of falling turnouts at various levels of government including Westminster, the US Congress, local government, and the Scottish, Welsh and Northern Ireland assemblies.  They will recognise, and have advanced knowledge and understanding of turnout as an indicator of the state of health of a representative democracy. They will have advanced knowledge and understanding of various electoral pathologies, particularly the concept of apathy. They will have detailed and sophisticated knowledge and understanding of a wide and impressive range of possible causes of electoral apathy. They will have an extensive range of examples from their study of government and politics to illustrate their arguments and will be able to draw from the entire specification.  They will display extensive and detailed knowledge and understanding of possible ways of raising turnout,</p>	<p><b>Level 4 (contd.)</b>  representative democracy today.  Candidates' analyses will assess the state of electoral turnouts with precision and exactitude. Extremely well-chosen examples to verify the points made will come from elections to various assemblies including Westminster, the US Congress, local government, and the Scottish, Welsh and Northern Ireland assemblies.  Candidates will develop a sophisticated discussion and analysis of the concept of apathy. There will be a detailed examination of its possible causes. They may use advanced analysis of voting behaviour to consider why people vote. There may be advanced analysis of improved/ novel methods of voting in terms of various electronic means and/or fundamental reform of the system.  A wide range of alternative forms of participation will be perceptively identified, including various forms of direct action, lobbying, demonstrating, petitioning, joining various types of pressure group, trade union membership or leadership, violence, party donations, insider group meetings with civil servants.  These are subject to critical evaluation and</p>	



	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question B2 (contd.)</b>	<p><b>Level 4 (contd.)</b> including various alternative methods of voting (such as various recent experiments in local government). They will subject these to exacting evaluation and reach clear, well-argued and logical conclusions.</p> <p>In addition, candidates will fully understand, and clearly explain, a variety of systems of PR and perceptively evaluate the possible impact of their introduction.</p> <p>Candidates will show a keen and sophisticated awareness of forms of participation beyond the ballot box, such as canvassing, joining a party, forming a party, voting, standing at election for national assembly or local council, serving on NHS trusts, as school governors, on regional councils.</p> <p>They will equally show sophisticated knowledge and understanding of a wide range of informal means of participation, such as publicity seeking, lobbying, demonstrating, petitioning, joining various types of pressure group, trade union membership and leadership, direct action, violence, donating funds to a party, private meetings with civil servants.</p>	<p><b>Level 4 (contd.)</b> consideration as to whether a rise in these can account for falling turnouts. They may also question whether these are an effective substitute for voting.</p> <p>There will be a confident, clear and full evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates demonstrate an impressive ability to draw parallels and make comparisons across the whole range of the specification studied and to use these in constructing arguments and discussions that cover the subject in the broadest sense.</p> <p>Candidates provide analyses that display a sophisticated awareness of differing viewpoints and a clear recognition of issues. Candidates may argue any way they wish: e.g. that falling electoral turnouts show representative democracy to be in crisis, or that they are not a sign of failing democracy but an indication of contentment. However, the conclusion will clearly derive from the foregoing discussion and will aim to present a thesis on what falling electoral turnouts tell us about modern democratic government and politics.</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question B2 (contd.)</b>	<p><b>Level 4 (contd.)</b>  They will show advanced knowledge and understanding of relevant examples from throughout the specification to illustrate arguments, including developments in Wales, Scotland and Northern Ireland. They will have at their disposal sophisticated knowledge and understanding of comparative examples from other systems, such as the USA and EU. They will draw upon a comprehensive range of examples skilfully selected from their studies of politics and government and encompassing the full extent of the relevant parts of the specification. They will produce answers that fully address the requirements of the question and demonstrate excellent contextual awareness. They include detailed and comprehensive interpretations or explanations and provide accurate evidence and up-to-date examples to substantiate and illustrate points made.</p>		
	<p><b>Level 3 (9–12 marks)</b>  Candidates demonstrate sound and reliable knowledge and understanding of the concepts of electoral turnout and modern democratic government. They will show good</p>	<p><b>Level 3 (9–12 marks)</b>  Candidates apply a good range of well-developed and relevant concepts and theories, using a reasonably detailed political vocabulary, to analyse and synthesise information.</p>	<p><b>Level 3 (5–6 marks)</b>  Candidates use correct English grammar with good style. Candidates communicate explanations and conclusions well within a structured argument and produce answers with conclusions linked to the</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question B2 (contd.)</b>	<p><b>Level 3 (contd.)</b>  knowledge and understanding of the centrality of elections in modern political systems of representative government. They demonstrate reasonably detailed and generally accurate knowledge and understanding of the way elections operate at all levels.  They will show sound empirical knowledge and understanding of falling turnouts at various levels of government including Westminster, the US Congress, local government, and the Scottish, Welsh and Northern Ireland assemblies.  They will recognise, and have some accurate knowledge and understanding of turnout as an indicator of the state of health of a representative democracy.  They will have sound knowledge and understanding of various electoral pathologies, particularly the concept of apathy. They will have reliable knowledge and understanding of a good range of possible causes of electoral apathy.  Candidates will display reasonably detailed knowledge and understanding of possible ways of raising turnout</p>	<p><b>Level 3 (contd.)</b>  Candidates will show some recognition that the essential analysis should centre on the debate about falling electoral turnouts as an indication of the state of participation in representative democracy today.  Candidates' analysis will assess the state of electoral turnouts with reasonable exactitude. Reasonably well-chosen examples to verify the points made will come from elections to various assemblies including Westminster, the US Congress, local government, and the Scottish, Welsh and Northern Ireland assemblies.  Candidates will develop a soundly based discussion and analysis of the concept of apathy. There will be a reasonably detailed examination of its possible causes. They may use advanced analysis of voting behaviour to consider why people vote. There may be reasonably sound analysis of improved/novel methods of voting in terms of various electronic means and/or fundamental reform of the system.  A reasonably wide range of alternative forms of participation will be identified, including various forms of direct action, lobbying,</p>	<p><b>Level 3 (contd.)</b>  preceding discussions.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
<b>Question B2 (contd.)</b>	<p><b>Level 3 (contd.)</b> including various alternative methods of voting (such as various recent experiments in local government). They will subject these to serious evaluation and reach well argued and logical conclusions.</p> <p>In addition, candidates will understand, and explain with reasonable clarity, a few systems of PR and validly evaluate the possible impact of their introduction.</p> <p>Candidates will show an informed awareness of forms of participation beyond the ballot box, such as canvassing, joining a party, forming a party, voting, standing at election for national assembly or local council, serving on NHS trusts, as school governors, on regional councils.</p> <p>They will equally show sound knowledge and understanding of a reasonably wide range of informal means of participation, such as lobbying, demonstrating, petitioning, joining various types of pressure group, trade union membership and leadership, direct action, violence, donating funds to a party, private meetings with civil servants.</p> <p>They will show knowledge and understanding of relevant examples from</p>	<p><b>Level 3 (contd.)</b> demonstrating, petitioning, joining various types of pressure group, trade union membership or leadership, violence, party donations, insider group meetings with civil servants. These will be subject to some critical evaluation and consideration as to whether a rise in these can account for falling turnouts. They may also question whether these are an effective substitute for voting.</p> <p>There will be a fairly confident and full evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates demonstrate a sound ability to draw parallels and make comparisons across much of the specification in constructing arguments and discussions that cover the subject with a reasonably degree of breadth.</p> <p>Candidates produce answers that address the requirements of the question and demonstrate some contextual awareness. They will construct clear arguments and explanations. They provide analyses that display an awareness of differing viewpoints and a recognition of issues.</p> <p>There is some recognition of parallels and connections, together with</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question B2 (contd.)</b>	<p><b>Level 3 (contd.)</b>  much of the specification to illustrate arguments, including developments in Wales, Scotland and Northern Ireland. They will have at their disposal basic knowledge and understanding of comparative examples from other systems, such as the USA and EU. They will produce answers that address the requirements of the question and demonstrate some contextual awareness. They include reasonably detailed and comprehensive interpretations or explanations and provide useful evidence and up-to-date examples to substantiate and illustrate points made. They produce answers that include developed and effective interpretations or explanations and provide clear evidence drawn from a good range within the specification backed up by good examples to illustrate points made.</p>	<p><b>Level 3 (contd.)</b>  some comparisons. There is sound evaluation of political institutions, processes, behaviour, arguments and explanations. The conclusion will generally derive from the foregoing discussion and will aim to present a thesis on what falling electoral turnouts tell us about modern democratic government and politics.</p>	
	<p><b>Level 2 (5–8 marks)</b>  Candidates demonstrate an outline knowledge and understanding of the concepts of electoral turnout and modern democratic government. They will show limited knowledge and understanding of the centrality of elections in modern political systems</p>	<p><b>Level 2 (5–8 marks)</b>  Candidates will not show clear recognition that the essential analysis should centre on the debate about falling electoral turnouts as an indication of the state of participation in representative democracy today. They use a limited range</p>	<p><b>Level 2 (3–4 marks)</b>  Candidates use adequate English grammar with reasonable style. They communicate answers and conclusions adequately with straightforward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question B2 (contd.)</b>	<p><b>Level 2 (contd.)</b>  of representative government. They demonstrate some inaccurate knowledge and understanding of the way elections operate at all levels.  They will show only slight knowledge and understanding of falling turnouts at various levels of government and will not cover the whole gamut of Westminster, the US Congress, local government, and the Scottish, Welsh and Northern Ireland assemblies.  They will not fully recognise electoral turnout as an indicator of the state of health of a representative democracy. They will have some degree of knowledge and understanding of various electoral pathologies, particularly the concept of apathy. They will lack reliable knowledge and understanding of possible causes of electoral apathy. Candidates will not display much significant knowledge and understanding of possible ways of raising turnout and will not subject these to any serious evaluation. There may be some passing reference to systems of PR and the possible impact of their introduction.</p>	<p><b>Level 2 (contd.)</b>  of concepts and theories and a restricted political vocabulary, to analyse and synthesise information. They will show weak understanding of theories. Candidates' analysis will make little analysis of the state of electoral turnouts. There will be few examples to verify the points made from elections. There will be little reference to assemblies beyond Westminster. Candidates will develop a weakly based discussion and analysis of the concept of apathy, with little detailed examination of its possible causes. There will be a limited analysis of voting behaviour and little, if anything, on improved/novel methods of voting. Some alternative forms of participation will be identified but the list will not be long. The question of whether these are an effective substitute for voting will not be thoroughly explored. There will be some limited evaluation of political institutions, processes, behaviour, arguments and explanations. Ability to draw parallels and make comparisons will be limited. They will not touch on theories or models, or may</p>	<p><b>Level 2 (contd.)</b>  be modest or implicit. Answers are likely to be loosely structured.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question B2 (contd.)</b>	<p><b>Level 2 (contd.)</b> Candidates will show limited awareness of a few forms of participation beyond the ballot box, drawing examples from party membership, forming a party, voting, standing at election for national assembly or local council, serving on NHS trusts, as school governors, on regional councils. They will show some limited knowledge and understanding of a relatively narrow range of informal means of participation but will not cover the full range of possibilities. They will have limited knowledge and understanding of relevant examples, drawing from only part of the specification to illustrate arguments. They will make little use of comparative examples from other systems, such as the USA or EU. They will produce answers not fully addressing the requirements of the question and demonstrating little contextual awareness.</p>	<p><b>Level 2 (contd.)</b> show misunderstanding of these. They will begin to construct arguments and explanations but will not take them far. Candidates offer limited analyses that show insufficient awareness of differing viewpoints. There is only a limited recognition of parallels, causal relationships and connections, together with few comparisons. There is a simplistic attempt at evaluation. The conclusion will not clearly derive from the foregoing discussion and will not obviously present a thesis on what falling electoral turnouts tell us about modern democratic government and politics.</p>	
	<p><b>Level 1 (1–4 marks)</b> Candidates demonstrate a slight and incomplete knowledge of the key terms. They show very limited knowledge and understanding of elections</p>	<p><b>Level 1 (1–4 marks)</b> Candidates use a very limited range of concepts and theories, and little political vocabulary, to analyse and synthesise information. They will show no understanding of</p>	<p><b>Level 1 (1–2 marks)</b> Candidates use poor English grammar with little style. Answers will rely on narrative that is not fully coherent. Conclusions will frequently not be adequately related to the</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question B2 (contd.)</b>	<p><b>Level 1 (contd.)</b>  and the factor of turnout. They will have very little knowledge and understanding of the pathologies in electoral systems. They will have no knowledge of other assemblies, such as local government, the provincial assemblies, the US Congress.  They will show no knowledge and understanding of convincing examples from their study of government and politics or from the specification.  There is a very limited attempt to address the requirements of the question. There is only superficial awareness of the context of the question, with little interpretation and few examples, which are often inaccurately reported or inappropriately used.</p>	<p><b>Level 1 (contd.)</b>  theories of elections or voting behaviour. They will barely explain how turnout is a measure of a viable representative democracy.  They will offer no analysis of voting behaviour. They offer only a limited set of examples and cases drawn from their studies of government and politics and will draw material from a restricted range of the specification to illustrate the arguments. Discussions will not be adequately supported by the use of concepts and theories. Arguments and explanations will not be fully constructed or developed. Analyses will not show awareness of differing viewpoints and very few parallels, causal relationships and connections will be highlighted. There will be little, if any, attempt at comparisons. Evaluations will be superficial or naive.</p>	<p><b>Level 1 (contd.)</b>  preceding discussion.</p>



	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Section C</b>	<b>Political Culture</b>		
<b>Question C1</b> <b>40 marks</b>	In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge and understanding requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand, they may successfully include material not indicated here.	As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues, there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view; it is important that material included is linked logically within the framework of a relevant essay. Answers will be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.	
	<b>Level 4</b> <b>(13–16 marks)</b> Candidates demonstrate a comprehensive knowledge and understanding of the concept of political culture. They will have extensive and accurate knowledge and understanding of various types of political culture, such as traditional, secular, participant, subject, parochial and civic. They will also have sophisticated understanding of the ideological dimension of political culture, noting	<b>Level 4</b> <b>(13–16 marks)</b> Candidates will perceptively recognise that the essence of the question concerns the basic relationship between a political system and the political culture of a country. They will confidently apply a wide range of fully developed concepts and theories relating to political culture, using detailed political vocabulary, to analyse and synthesise information on	<b>Level 4</b> <b>(7–8 marks)</b> Candidates use correct English grammar with excellent style. They communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction and strong structure, culminating in a conclusion that clearly flows from 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 C1 (contd.)</b>	<p><b>Level 4 (contd.)</b>  how different ideologies sustain different types of political culture (e.g. liberalism as a more assertive culture; conservatism a deferential one).  In addition, they will have detailed knowledge and understanding of social factors, such as sexism, racism, xenophobia and geographical divide. They will also demonstrate well-developed and comprehensive knowledge and understanding of concepts such as ideology, citizenship, deference, homogeneity and consensus. They will show sophisticated knowledge and understanding of various elements of political culture, such as attitudes towards power, authority, class and social stratification, gender and race. They will demonstrate detailed knowledge and understanding of how such factors influence politics and government by affecting aspects such as patterns of political recruitment to institutions and political structures. They will also demonstrate clear understanding of key attitudes, such as the willingness of people to accept the actions and policies of their governments. They will also have extensive knowledge of the extent to</p>	<p><b>Level 4 (contd.)</b>  beliefs and attitudes in a political system.  They will comprehensively identify causal links between beliefs and attitudes within society and a wide variety of political processes, policies and institutions studied throughout the entire range of the specification. They will recognise parallels and other links between systems and subsystems studied throughout the range of the specification. They will identify paradoxes and anomalies in governmental attitudes towards society and note the extent to which practice departs from rhetoric.  They will select well-chosen examples from the entire range of the specification and from current events and issues, to illustrate arguments. They will discuss with authority factors such as voting behaviour and the effect of the media on attitudes and beliefs. They will examine how beliefs and attitudes shape the governmental systems and also how governments try to shape those beliefs and attitudes. They will also examine claims by politicians of left and right about political culture. They will examine the ideological dimension, skilfully noting the links</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question C1 (contd.)</b>	<p><b>Level 4 (contd.)</b>  which people feel they can influence their government, trust their government, safely forgo civil liberties, obey the law and show respect for the police.  They will display high-level knowledge and understanding of relevant current issues, events and debates. They will have accurate and detailed knowledge and understanding on the current state of popular attitudes and beliefs. They will have sophisticated knowledge and understanding of the methods of ascertaining popular beliefs and attitudes, such as social surveys, opinion polls and focus groups, and of the problems associated with these.  They will draw upon a wide variety of examples from various parts of the entire specification. They will understand and employ terms such as ‘elite’, ‘ruling class’, ‘the establishment’, ‘underclass’, ‘insider and outsider’ groups. They will display detailed and accurate knowledge and understanding of the position of parties and governments towards society. They will demonstrate comprehensive knowledge and understanding of factors that shape popular attitudes and beliefs, such</p>	<p><b>Level 4 (contd.)</b>  between the dominant ideology and the nature of the political culture. They will make sophisticated use of comparative analysis.  Candidates will construct cogent and coherent arguments and explanations. They provide analyses that display a sophisticated awareness of differing viewpoints and a clear recognition of issues.  Candidates demonstrate an advanced ability to draw parallels, identify connections and make comparisons across the whole range of parts of the specifications studied and to use these in constructing arguments and discussions that cover the subject in the broadest sense.  Their conclusions will clearly derive from the foregoing discussion and will be sharply focused on the way a political system reflects the political culture of a country.</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question C1 (contd.)</b>	<p><b>Level 4 (contd.)</b>  as TV, radio, the press, religion, the family, the peer group, the school, and the government itself. They will produce answers that fully address the requirements of the question and demonstrate excellent contextual awareness. They will have detailed knowledge and understanding of institutions that both define and shape political culture, such as constitutions, judiciaries, monarchy, aristocracy, assemblies, electoral systems, public bureaucracies and levels of devolution. They will produce answers that include detailed and comprehensive interpretations or explanations and provide accurate evidence and up-to-date examples to substantiate and illustrate points made.</p>		
	<p><b>Level 3 (9–12 marks)</b>  Candidates demonstrate sound and reliable knowledge of the concept of political culture. They will have accurate knowledge of various types of political culture, such as traditional, secular, participant, subject, parochial and civic. They will also have sound understanding of the ideological dimension of</p>	<p><b>Level 3 (9–12 marks)</b>  Candidates will recognise that the essence of the question concerns the basic relationship between a political system and the political culture of a country. They will apply a wide range of developed concepts and theories relating to political culture, using sound</p>	<p><b>Level 3 (5–6 marks)</b>  Candidates use correct English grammar with good style. Candidates communicate explanations and conclusions well within a structured argument and produce answers with a conclusion 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 C1 (contd.)</b>	<p><b>Level 3 (contd.)</b>  political culture, noting how different ideologies sustain different types of political culture (e.g. liberalism as a more assertive culture; conservatism a deferential one).  They will have sound knowledge of social factors, such as sexism, racism, xenophobia and geographical divide. They will also demonstrate well-developed knowledge of concepts such as ideology, citizenship, deference, homogeneity and consensus.  They will show sound knowledge of various elements of political culture, such as attitudes towards power, authority, class and social stratification, gender and race. They will demonstrate knowledge and understanding of how such factors influence politics and government by affecting aspects such as patterns of political recruitment to institutions and political structures.  They will also demonstrate sound knowledge and understanding of key attitudes, such as the willingness of people to accept the actions of their government, the extent they feel they can influence their government, trust their government, safely forgo civil liberties, obey the law</p>	<p><b>Level 3 (contd.)</b>  political vocabulary, to analyse and synthesise information on beliefs and attitudes in a political system.  They will examine the ideological dimension, making a sound analysis of the links between the dominant ideology and the nature of the political culture. They will identify causal links between beliefs and attitudes within society and a wide variety of political processes and institutions studied throughout the entire range of the specification. They will recognise some parallels and other links between systems and subsystems studied from within the range of the specification. They will make some comparative analysis.  They will make some attempt to identify paradoxes and anomalies in governmental attitudes towards society and note the extent to which practice departs from rhetoric. They will select examples from parts of the specification to illustrate arguments and will examine the claims by politicians of left and right about political culture.  They will discuss factors such as voting behaviour and the effect of the media on attitudes and beliefs.  They will examine how beliefs and attitudes shape</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question C1 (contd.)</b>	<p><b>Level 3 (contd.)</b> and show respect for the police. They will display good knowledge and understanding of relevant current issues, events and debates. They will have reasonably accurate knowledge and understanding on the current state of popular attitudes and beliefs. They will have sound knowledge and understanding of the methods of ascertaining popular beliefs and attitudes, such as social surveys, opinion polls and focus groups, and of the problems associated with these. They will draw examples to illustrate their points from a good range of the specification. They will refer to relevant concepts, such as ruling class, elitism and egalitarianism, and will display accurate knowledge and understanding on the position of parties and governments towards society. They will demonstrate some knowledge of factors that shape popular attitudes and beliefs, such as TV, radio, the press, religion, the family, the peer group, the school, and the government itself. They will have some knowledge and understanding of institutions that both define and shape political culture, such as</p>	<p><b>Level 3 (contd.)</b> governmental systems and also how governments try to shape those beliefs and attitudes. Candidates will construct clear arguments and explanations, providing analyses that display an awareness of differing viewpoints and a clear recognition of issues. They demonstrate an ability to draw parallels, identify connections and make comparisons across broad areas of the parts of the specification studied, and to use these in constructing arguments and discussions that relate to the generic concepts of the subject as a whole. Their conclusions will generally derive from the foregoing discussion and will show a reasonable focus on the way a political system reflects the political culture of a country.</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
	<p><b>Level 3 (contd.)</b>  constitutions, the monarchy, assemblies, electoral systems, public bureaucracies and levels of devolution.  They will produce answers with a clear attempt at addressing the requirements of the question and demonstrating sound contextual awareness.  They produce answers that include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.</p>		
	<p><b>Level 2 (5–8 marks)</b>  Candidates demonstrate fairly reliable knowledge of the concept of political culture. They will demonstrate knowledge of some, but not all, types of political culture. They will demonstrate limited knowledge and understanding of concepts such as citizenship, deference, homogeneity and consensus. They will show limited knowledge of various elements of political culture. They will demonstrate knowledge, but not full understanding, of the way such factors influence politics and government. They will draw upon only a few examples to illustrate their points. They will not refer to relevant concepts, such as ruling</p>	<p><b>Level 2 (5–8 marks)</b>  Candidates will not fully recognise that the essence of the question concerns the basic relationship between a political system and the political culture of a country.  They use a limited range of concepts and theories to consider political culture and begin to construct arguments and explanations. They use a limited political vocabulary to discuss beliefs and attitudes in political systems. They will not examine the ideological dimension in any detail. They will identify some causal links between beliefs and attitudes within society and a limited number of political processes and institutions studied from</p>	<p><b>Level 2 (3–4 marks)</b>  Candidates use adequate English grammar with reasonable style. Candidates communicate answers 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. Answers are likely to be loosely structured.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question C1 (contd.)</b>	<p><b>Level 2 (contd.)</b>  class, elitism and egalitarianism, and will display only limited knowledge of the position of parties and governments towards society. They will demonstrate only limited knowledge and understanding of factors that shape popular attitudes.  They will produce answers with a limited attempt at addressing the requirements of the question. They may demonstrate contextual awareness covering part of the question.  They will have limited knowledge and understanding of institutions that both define and shape political culture, such as constitutions, the monarchy, assemblies, electoral systems, public bureaucracies and levels of devolution.  They produce answers that include a partial but reasonably effective attempt at interpretation or explanation, with some not very detailed examples to illustrate points.</p>	<p><b>Level 2 (contd.)</b>  part of the specification. They will recognise some parallels and other links between systems and subsystems studied from within the range of the specification. They will make no attempt to identify paradoxes and anomalies in governmental attitudes towards society. They will select a limited number of (not always well chosen) examples from parts of the specification to illustrate arguments. They will not examine the claims by politicians of left and right about the nature of political culture. They will briefly discuss factors such as voting behaviour, and the effect of the media on attitudes and beliefs. They will examine how beliefs and attitudes shape governmental systems but will not consider how governments try to shape those beliefs and attitudes. They will not make comparative analysis. Candidates offer limited analyses that show some awareness of differing viewpoints. They demonstrate some ability to draw parallels, identify connections and make comparisons from a limited range of those parts of the specification studied. These may be used in a general way in constructing arguments</p>	



	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question C1 (contd.)</b>		<b>Level 2 (contd.)</b> and discussions of the subject as a whole. The conclusion does not entirely derive from the foregoing discussion and does not really focus on how a political system reflects the political culture of a country	
	<b>Level 1 (1–4 marks)</b> Candidates demonstrate a slight and incomplete knowledge of political culture and related concepts. They will demonstrate limited knowledge of how systems of government are influenced by ideas and attitudes. They will be weak in their use of relevant concepts. They will produce answers with a very limited attempt to address the requirements of the question. There will be only superficial awareness of the context of the question, with little interpretation and few examples, often inaccurately reported or inappropriately used.	<b>Level 1 (1–4 marks)</b> Discussions will not be adequately supported by the use of concepts and theories. Arguments and explanations will not be fully constructed. Analyses will not show awareness of differing viewpoints and very few parallels and connections will be used to establish comparisons. Evaluations of political institutions, processes, arguments or explanations will be superficial or naive.	<b>Level 1 (1–2 marks)</b> Candidates use poor English grammar with little style. Answers will rely on narrative that is not fully coherent. Conclusions will frequently not be 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 C2</b> <b>40 marks</b>	In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able bring to the discussion. Hence, any specification of knowledge and understanding requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand, they may successfully include material not indicated here.	As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues, there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view; it is important that material included is linked logically within the framework of a relevant essay. Answers will be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.	
	<b>Level 4</b> <b>(13–16 marks)</b> Candidates demonstrate a comprehensive knowledge and understanding of key central concepts, such as race and ethnicity. They will also demonstrate sophisticated knowledge and understanding of the concept of racism as a key feature of modern political cultures. They will show advanced knowledge and understanding of those features of society and political culture that	<b>Level 4</b> <b>(13–16 marks)</b> Candidates will clearly recognise that the central issue in the question relates to the extent that race and ethnic mix form a significant part of political culture. They confidently apply a wide range of fully developed concepts and theories relating to the concept of race as a component of political culture. They will use sophisticated political vocabulary to analyse and synthesise political information and construct	<b>Level 4</b> <b>(7–8 marks)</b> Candidates use correct English grammar with excellent style. They communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction and strong structure, culminating in a conclusion that clearly flows from 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 C2 (contd.)</b>	<p><b>Level 4 (contd.)</b>            indicate the presence or absence of racism. They will demonstrate a sophisticated knowledge and understanding of the changes that have taken place in the post-war era in British politics and in other systems, particularly the USA and EU. They will also be fully conversant with the shift in the ideological centre of politics and the widespread embrace of neo-liberalism and individualism. They will have advanced knowledge and understanding of cultural factors that can relate to the race issue, such as the changing role and power of women in society, movement in the class structure, the rise of an underclass, changing degrees of respect for institutions and so on. They will have sophisticated and well-developed knowledge and understanding of the moderate consensus on minorities and immigration that existed up to the 1960s. They will skilfully identify such features as changing attitudes to race from the 1960s, voting patterns, race riots, attitudes to the police, a more aggressive style of policing, media treatment of racial issues, a more aggressive tabloid press, increased politicisation of ethnic minorities, more assertive</p>	<p><b>Level 4 (contd.)</b>            cogent arguments and explanations. They will identify a comprehensive set of variables relating to race and ethnicity in society drawn widely from the relevant parts of the specification and from current political debates, as set out in AO1. They will skilfully analyse these and demonstrate an ability to evaluate the extent to which change may be taking place. They will produce sophisticated analyses of voting patterns and the electoral implications of race. They will also fully and confidently examine measures to preserve stability within the political culture, such as police reforms, measures towards integration, acceptance of a neo-liberal ideology, equal opportunities legislation, devolution measures and the Northern Ireland peace process. They may make sophisticated comparisons with developments in other system, such as the USA and EU. They will fully examine shifts in the ideological centre of politics and the widespread embrace of neo-liberalism and individualism. They skilfully identify other cultural factors relating to race issues, and will skilfully analyse those</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question C2 (contd.)</b>	<p><b>Level 4 (contd.)</b>  attitudes from ethnic minorities. In addition, they will note geographical cleavage, a reassertion of nationhood from the Celtic fringe and the significance of the new devolved institutions. They will have a rich store of knowledge and understanding of highly apposite examples to illustrate arguments, such as the murder of Stephen Lawrence and the aftermath of the events of 11 September 2001. They will have clear and advanced knowledge and understanding of the positions of the parties on racial issues. They will have detailed knowledge and understanding of major watersheds with respect to racial issues, such as Enoch Powell's 'rivers of blood' speech in 1968, the 'swamping' remark of Thatcher, the 'Britain will become a foreign land' comment of Hague and the appointment of Paul Boateng as first black cabinet minister. They will fully understand the place and significance of racist parties, such as the National Front and BNP in British politics. Candidates will have full knowledge and understanding of relevant contemporary issues, such as immigration, illegal immigration, asylum</p>	<p><b>Level 4 (contd.)</b>  features of society and political culture that indicate the presence or absence of racism. They identify and perceptively discuss the moderate consensus on minorities and immigration that existed up to the 1960s. They will skilfully analyse such features as changing attitudes to race issues from the 1960s, voting patterns, race riots, attitudes to the police, a more aggressive style of policing, media treatment of racial issues, a more aggressive tabloid press, increased politicisation of ethnic minorities, more assertive attitudes from ethnic minorities. In addition, they will perceptively examine geographical cleavage, a reassertion of nationhood from the Celtic fringe and the significance of the new devolved institutions. They will also identify and analyse a wide range of relevant contemporary issues, as set out in AO1, illustrating their arguments with a rich store of highly apposite examples. They will dissect with precision the positions of the parties on racial issues, detailing the major watersheds listed in AO1. They will also skilfully analyse the place and significance of racist parties. They will carefully evaluate popular</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question C2 (contd.)</b>	<p><b>Level 4 (contd.)</b>  seeking and inner-city racial violence, the increasing birth rate amongst ethnic minorities, the fragmentation of communities along ethnic lines, racially motivated football hooliganism, violence in society, demands for and achievement of devolution from the Celtic fringe, violence in Northern Ireland.  They will also have advanced knowledge and understanding of popular opinion and the findings of opinion polls. They will have clear and developed knowledge and understanding of public perceptions of the positions of the parties. They will be fully informed on the political involvement of ethnic minorities, including number of MPs, ministers, local councillors. They will also have sophisticated knowledge and understanding of the electoral implications of race, including choice of candidates, willingness to vote for ethnic-minority candidates, the effect and potential of a ‘black vote’. In addition, candidates will have secure and accurate knowledge and understanding of the concept of institutional racism. They will also have advanced knowledge and understanding of the</p>	<p><b>Level 4 (contd.)</b>  opinion and the findings of opinion polls, confidently examining public perceptions of the positions of the parties. They will produce comprehensive and well-informed accounts of the political involvement of members of ethnic minorities and their representation within the machinery of state. In addition, candidates will produce clearly focused analyses of the concept of institutional racism, and will probe the problem of racism in the police service. They will also thoroughly examine government policies such as immigration controls and race relations legislation. Candidates’ analyses will include excellent comparative appreciation of the situation in other systems, including the USA and EU. Candidates provide completely logical analyses that display sophisticated awareness of differing viewpoints and a clear recognition of issues. There is a clear and full evaluation of arguments and explanations. Candidates demonstrate an impressive ability to draw parallels, identify connections and make comparisons across the whole range of parts of the specifications studied and</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question C2 (contd.)</b>	<p><b>Level 4 (contd.)</b>  position of members of ethnic minorities in important positions within the state machinery, such as the civil service, the judiciary and various quangos. They will have detailed knowledge and understanding of the problem of racism in the police service. This will be complemented with secure knowledge and understanding of government policies, such as immigration controls and race relations legislation.  They will produce answers that fully address the requirements of the question and demonstrate excellent contextual awareness. Answers include detailed and comprehensive interpretations or explanations and provide accurate evidence and well chosen up-to-date examples to substantiate and illustrate points.</p>	<p><b>Level 4 (contd.)</b>  to use these in constructing arguments and discussions that cover the subject in the broadest sense. Their conclusions will clearly bring the discussion clearly back to the central proposition that race is becoming an increasingly significant element in modern political culture.</p>	
	<p><b>Level 3 (9–12 marks)</b>  Candidates demonstrate sound knowledge and understanding of key central concepts, such as race and ethnicity. They will also demonstrate reliable knowledge and understanding of the concept of racism as a key feature of modern political cultures.  They will show secure and accurate knowledge and</p>	<p><b>Level 3 (9–12 marks)</b>  Candidates will generally recognise that the central issue in the question relates to the extent that race and ethnic mix form a significant part of political culture. They soundly apply a wide range of well-developed concepts and theories relating to the concept of race as a component of political culture. They will use accurate political</p>	<p><b>Level 3 (5–6 marks)</b>  Candidates use correct English grammar with good style. Candidates communicate explanations and conclusions well within a structured argument and produce answers with a conclusion 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 C2 (contd.)</b>	<p><b>Level 3 (contd.)</b>  understanding of those features of society and political culture that indicate the presence or absence of racism. They will demonstrate a reliable knowledge and understanding of the changes that have taken place in the post-war era in British politics and in other systems, particularly the USA and EU. They will also be moderately conversant with the shift in the ideological centre of politics and the widespread embrace of neo-liberalism and individualism. They will have sound knowledge and understanding of cultural factors that can relate to the race issue, such as the changing role and power of women in society, movement in the class structure, the rise of an underclass, changing degrees of respect for institutions and so on. They will have reasonably well-developed knowledge and understanding of the moderate consensus on minorities and immigration that existed up to the 1960s. They will identify such features as changing attitudes to race from the 1960s, voting patterns, race riots, attitudes to the police, a more aggressive style of policing, media treatment of racial issues, a more aggressive tabloid press, increased politicisation of</p>	<p><b>Level 3 (contd.)</b>  vocabulary to analyse and synthesise political information and construct sound arguments and explanations. They will identify a well-chosen set of variables relating to race and ethnicity in society drawn reasonably widely from the relevant parts of the specification and from current political debates, as set out in AO1. They will soundly analyse some of these and demonstrate some ability to evaluate the extent to which change may be taking place. They will also produce sound analyses of voting patterns and the electoral implications of race. They will also examine some of the measures to preserve stability within the political culture, such as police reforms, measures towards integration, acceptance of a neo-liberal ideology, equal opportunities legislation, devolution measures and the Northern Ireland peace process. They may make reliable comparisons with developments in other system, such as the USA and EU. They will touch upon shifts in the ideological centre of politics and the widespread embrace of neo-liberalism and individualism. They may identify other cultural factors relating to race issues, as set out in AO1,</p>	



	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question C2 (contd.)</b>	<p><b>Level 3 (contd.)</b>  ethnic minorities, more assertive attitudes from ethnic minorities. In addition, they may note geographical cleavage, a reassertion of nationhood from the Celtic fringe and the significance of the new devolved institutions. They will have a moderately good store of knowledge and understanding of fairly apposite examples to illustrate arguments, such as the murder of Stephen Lawrence and the aftermath of the events of 11 September 2001. They will have clear and sound knowledge and understanding of the positions of the parties on racial issues. They will have reliable knowledge and understanding of major watersheds with respect to racial issues, such as Enoch Powell's 'rivers of blood' speech in 1968, the 'swamping' remark of Thatcher, the 'Britain will become a foreign land' comment of Hague and the appointment of Paul Boateng as first black cabinet minister. They will have some knowledge and understanding of the place and significance of racist parties, such as the National Front and BNP in British politics. Candidates will have useful knowledge and</p>	<p><b>Level 3 (contd.)</b>  and will analyse some of the features of society and political culture that indicate the presence or absence of racism. They will identify and discuss with a degree of authority the moderate consensus on minorities and immigration that existed up to the 1960s. They will touch upon such features as changing attitudes to race issues from the 1960s, voting patterns, race riots, attitudes to the police, a more aggressive style of policing, media treatment of racial issues, a more aggressive tabloid press, increased politicisation of ethnic minorities, more assertive attitudes from ethnic minorities. In addition, they may examine geographical cleavage, a reassertion of nationhood from the Celtic fringe and the significance of the new devolved institutions. They will identify and analyse a reasonably wide range relevant contemporary issues, as set out in AO1, illustrating their arguments with well-chosen examples. They will also produce sound discussions on the positions of the parties on racial issues, detailing some of the major watersheds listed in AO1.</p>	



	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question C2 (contd.)</b>	<p><b>Level 3 (contd.)</b>  understanding of relevant contemporary issues, such as immigration, illegal immigration, asylum seeking and inner-city racial violence, the increasing birth rate amongst ethnic minorities, the fragmentation of communities along ethnic lines, racially motivated football hooliganism, violence in society, demands for and achievement of devolution from the Celtic fringe, violence in Northern Ireland.  They will also have sound knowledge and understanding of popular opinion and the findings of opinion polls. They will have clear and developed knowledge and understanding of public perceptions of the positions of the parties. They will be reasonably well informed on the political involvement of ethnic minorities, including number of MPs, ministers, local councillors. They will also have sound knowledge and understanding of the electoral implications of race, including choice of candidates, willingness to vote for ethnic minority candidates and the effect and potential of a 'black vote'.  In addition, candidates will have secure and reasonably accurate</p>	<p><b>Level 3 (contd.)</b>  They will also include a sound examination of the place and significance of racist parties in British politics. They may evaluate popular opinion and the findings of opinion polls and examine public perceptions of the positions of the parties. They will produce a moderately well-informed account of the political involvement of members of ethnic minorities and their representation in the machinery of state. In addition, candidates will discuss the concept of institutional racism, including the problem of racism in the police service. They will also examine government policies such as immigration controls and race relations legislation. Candidates' analyses will include some comparative appreciation of the situation in other systems, including the USA and EU.  Candidates will provide reasonably logical analyses showing some awareness of differing viewpoints and a sound recognition of issues. There is a clear attempt at evaluation of arguments and explanations. Candidates make a good effort to draw parallels, identify connections and make comparisons across a reasonable range of the specification, and to use</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question C2 (contd.)</b>	<p><b>Level 3 (contd.)</b>  knowledge and understanding of the concept of institutional racism. They will also have sound knowledge and understanding of the position of members of ethnic minorities in important positions within the state machinery, such as the civil service, the judiciary and various quangos. They will have some knowledge and understanding of the problem of racism in the police service. This will be complemented with reasonable knowledge and understanding of government policies, such as immigration controls and race relations legislation.  They will produce answers that soundly address the requirements of the question and demonstrate good contextual awareness. Answers will include detailed interpretations or explanations and provide accurate evidence and reasonably well-chosen up-to-date examples to substantiate and illustrate points.</p>	<p><b>Level 3 (contd.)</b>  these in constructing arguments and discussions that cover the subject. Their conclusions will bring the discussion back to the central proposition that race is becoming an increasingly significant element in modern political culture.</p>	
	<p><b>Level 2 (5–8 marks)</b>  Candidates demonstrate outline knowledge and understanding of the central concepts, such as race and ethnicity. They will also demonstrate some understanding and</p>	<p><b>Level 2 (5–8 marks)</b>  Candidates will not clearly recognise that the central issue in the question relates to the extent that race and ethnic mix form a significant part of political culture. They apply a</p>	<p><b>Level 2 (3–4 marks)</b>  Candidates use adequate English grammar with reasonable style. They communicate answers and conclusions adequately with straightforward narrative and/or</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question C2 (contd.)</b>	<p><b>Level 2 (contd.)</b>  knowledge of the concept of racism as a key feature of modern political cultures.  They will show reasonably secure but limited knowledge and understanding of those features of society and political culture that indicate the presence or absence of racism. They will demonstrate outline knowledge and understanding of the changes that have taken place in the post-war era in British politics and little knowledge or understanding other systems, including the USA and EU.  They will not be very conversant with the shift in the ideological centre of politics and the widespread embrace of neo-liberalism and individualism. They will have limited knowledge and understanding of cultural factors that can relate to the race issue.  They will have little developed knowledge and understanding either of the moderate consensus on minorities and immigration that existed up to the 1960s or of the changes occurring since then. They will say little on geographical cleavage and the reassertion of nationhood from the Celtic fringe.</p>	<p><b>Level 2 (contd.)</b>  limited range of concepts and theories relating to race in political culture, using a restricted political vocabulary. Analysis and synthesis of political information will lack cogency and arguments and explanations will not be entirely sound.  They will identify some, but not all, variables relating to race and ethnicity in society, and these will be drawn from only a narrow range of the specification and current political debate. They will not fully recognise the extent to which change may be taking place and will analyse only a few of the variables identified in AO1. They say little on the movement for devolution and the problems of Northern Ireland.  They will produce limited analysis of voting patterns and the electoral implications of race. They will examine only a few of the measures to preserve stability within the political culture. They will say little, if anything, on the ideological dimension. They will also identify very few other cultural factors relating to race issues. They will analyse a limited range of the features of society and political culture that indicate the presence or absence of racism.</p>	<p><b>Level 2 (contd.)</b>  explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Answers are likely to be loosely structured.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question C2 (contd.)</b>	<p><b>Level 2 (contd.)</b>  They will have a moderate, but not always accurate, store of knowledge and understanding of fairly apposite examples to illustrate arguments, such as the murder of Stephen Lawrence and the aftermath of the events of 11 September 2001.  They will have rudimentary knowledge and understanding of the positions of the parties on racial issues and scant knowledge and understanding of major watersheds such as Enoch Powell's 'rivers of blood' speech in 1968. They will have some unreliable knowledge and understanding of the place and significance of racist parties, such as the National Front and BNP, in British politics.  Candidates will have little, if any, knowledge and understanding of relevant contemporary issues.  They will also have only slight knowledge and understanding of popular opinion, the findings of opinion polls and public perceptions of the positions of the parties.  They will be uninformed on the political involvement of ethnic minorities and will have limited knowledge and understanding of the electoral implications of race.</p>	<p><b>Level 2 (contd.)</b>  They may identify the moderate consensus on minorities and immigration that existed up to the 1960s and touch upon a few relevant features illustrating changes since then.  They will illustrate their arguments with examples, such as the murder of Stephen Lawrence and the aftermath of the events of 11 September 2001, but these may not be accurately reported. Their analyses of relevant contemporary issues will cover only a narrow range.  They will briefly discuss party positions and may detail some of the major watersheds with respect to racial issues. They will mention racist parties but will not take the analysis very far. They will evaluate popular opinion and the findings of opinion polls but will do so in a rather crude manner.  They will produce a limited account of the political involvement of members of ethnic minorities and their representation within the state machinery. They will make few, if any, comparative references.  Candidates will offer limited analyses that show only slight awareness of differing viewpoints.  There are simplistic attempts at evaluation,</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question C2 (contd.)</b>	<p><b>Level 2 (contd.)</b> Candidates will have limited knowledge and understanding of the concept of institutional racism and of the position of members of ethnic minorities in important positions within the state machinery. They will have some knowledge and understanding of the problem of racism in the police service. There will be little knowledge and understanding of government policies on immigration and race relations. Contextual awareness will be partial. They will produce answers that include a partial attempt at interpretation or explanation, with some not very detailed examples to illustrate points.</p>	<p><b>Level 2 (contd.)</b> argument and explanation. Candidates demonstrate little ability to draw parallels, identify connections and make comparisons, and these are drawn from a limited range of those parts of the specification studied. These may be used in a general way in constructing arguments and discussions of the subject as a whole. Their conclusions do not bring the discussion back to the central proposition that race is becoming an increasingly significant element in modern political culture.</p>	
	<p><b>Level 1 (1–4 marks)</b> Candidates demonstrate a slight and incomplete knowledge and understanding of the central concepts of race and ethnicity, and racism, as features of political culture. They will show very slight understanding and knowledge on the key features of the question. They will demonstrate virtually no appreciation of the changes that have taken place in the post-war era in British politics and will say nothing on other countries. They will mention only a few of the relevant features of these changes.</p>	<p><b>Level 1 (1–4 marks)</b> Candidates will not apply concepts and theories relating to race and ethnicity in the context of political culture with accuracy or confidence. Arguments and explanations will not be fully constructed. Analysis will not show awareness of differing viewpoints and very few parallels and connections will be used to establish comparisons. Evaluations of political institutions, processes, arguments or explanations will be superficial or naive. There will be little in the way of a conclusion.</p>	<p><b>Level 1 (1–2 marks)</b> Candidates use poor English grammar with little style. Answers will rely on narrative that is not fully coherent. Conclusions will frequently not be 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 C2 (contd.)</b>	<b>Level 1 (contd.)</b> There will be a very limited attempt to address the requirements of the question. There will be only superficial awareness of the context of the question, with little interpretation and few examples, often inaccurately reported or inappropriately used.		

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Section D</b>	<b>Continuity and Change</b>		
<b>Question D1</b> <b>40 marks</b>	In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able bring to the discussion. Hence, any specification of knowledge and understanding requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.	As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues, there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view; it is important that material included is linked logically within the framework of a relevant essay. Answers will be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Section D</b>	<b>Continuity and Change</b>		
	<p><b>Level 4 (13–16 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of key relevant concepts such as change, continuity, evolutionary change and revolutionary change. They also demonstrate advanced knowledge and understanding of a range of institutions and political structures where change (evolutionary or revolutionary) and continuity may be observed, such as constitutions, assemblies(national, provincial and regional), electoral systems, bureaucracies at various levels, local government systems, executives and judiciaries.</p>	<p><b>Level 4 (13–16 marks)</b> Candidates clearly recognise that the essential analysis should centre on the balance between change and continuity in most political developments. Whether they accept or challenge the proposition in the question, they will confidently apply a wide range of fully developed concepts and theories, using detailed political vocabulary, to analyse and synthesise and to construct cogent and coherent arguments and explanations. They will clearly define central concepts such as change, continuity, evolutionary change and revolutionary change.</p>	<p><b>Level 4 (7–8 marks)</b> Candidates use correct English grammar with excellent style. They communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction and strong structure, culminating in a conclusion that 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>Section D1 (contd.)</b>	<p><b>Level 4 (contd.)</b>  They also demonstrate advanced knowledge and understanding of the range of policy areas where change (evolutionary or revolutionary) and continuity may be observed, such as foreign policy, education, health, home affairs, defence, economic management and social security. They will have sophisticated knowledge and understanding of the pressures for change within institutions, such as modernisation pledges, manifesto commitments, reformist politicians and bureaucrats, public demands, public dissatisfaction, ideological movements, etc. In addition, candidates will have detailed knowledge and understanding of the pressures for change from the informal patterns of politics, such as pressure group activity, patterns of consultation, relations between politicians and officials, ways of informing the public, conventions within the constitution. They will have detailed knowledge and understanding of changes that have been proposed, have taken place and have been resisted. These will be clearly illustrated with excellent and apposite examples. They will also</p>	<p><b>Level 4 (contd.)</b>  They will offer a sophisticated account of development and change in a good range of institutions skilfully chosen as examples. They will perceptively analyse the pressures for reform from various sources, such as those outlined in AO1. In addition, they will recognise the way in which institutions and structures have shown a capacity to resist change, with highly pertinent examples to substantiate their discussion. They will recognise that continuity amidst political turbulence is often taken as a desirable quality. They will skilfully identify the ways in which institutions and structures influence, and are influenced by, various other parts of the political system, as studied from a good range of the specification. They may use advanced comparative analysis, making reference to levels of government, the EU, or the USA. Candidates' analyses display a sophisticated awareness of differing viewpoints and a clear recognition of issues. There is a clear and full evaluation of political institutions, processes, behaviour, arguments and</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question D1 (contd.)</b>	<p><b>Level 4 (contd.)</b>  understand how and why changes have been implemented or resisted. They will have detailed and accurate knowledge and understanding of the ideological dimension to the question, making particular reference to the ideologies of conservatism and those that favour change or even revolution. They may also show advanced knowledge and understanding of relevant theories on revolutionary change (e.g. Marx) or evolutionary change (e.g. the Burkean view of change, disjointed incrementalism, rational choice theory).  They will have detailed and advanced knowledge and understanding of the pressures resisting or modifying change, such as habit, tradition, expense, bureaucratic conservatism, bureaucratic self-interest, the constitution, conservative politicians, public opinion, pressure group opposition and so on.  They will adduce comprehensive evidence and up-to-date examples to substantiate and illustrate points made. They will include material relating to developments in Wales, Scotland and Northern Ireland, and will also make sophisticated use of comparative examples from other systems, such</p>	<p><b>Level 4 (contd.)</b>  explanations. Candidates demonstrate a developed ability to draw parallels and make comparisons across the whole range of parts of the specification studied and to use these in constructing arguments and discussions that cover the subject in the broadest sense.  Their conclusions will logically derive from the foregoing discussion and will sharply focus back on the basic proposition that changes in government and politics are generally evolutionary rather than revolutionary.</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question D1 (contd.)</b>	<p><b>Level 4 (contd.)</b> as the USA and EU. They will produce answers that fully address the requirements of the question and demonstrate excellent contextual awareness. The answers will include detailed and comprehensive interpretations or explanations and provide accurate evidence and up-to-date examples, drawn from the entire range of the specification, to substantiate and illustrate points made.</p>		
	<p><b>Level 3 (9–12 marks)</b> Candidates demonstrate sound knowledge and understanding of key relevant concepts such as change, continuity, evolutionary change and revolutionary change. They also demonstrate reliable knowledge and understanding of a range of institutions and political structures where change (evolutionary or revolutionary) and continuity may be observed, such as constitutions, assemblies (national, provincial and regional), electoral systems, bureaucracies at various levels, local government systems, executives and judiciaries. They have a good basic knowledge and understanding of the range of policy areas where</p>	<p><b>Level 3 (9–12 marks)</b> Candidates generally recognise that the essential analysis should centre on the balance between change and continuity in most political developments. Whether they accept or challenge the proposition in the question, they will apply a fairly wide range of well-developed concepts and theories, using political vocabulary, to analyse and synthesise, and to construct reasonably cogent and coherent arguments and explanations. They will offer good definitions of central concepts such as change, continuity, evolutionary change and revolutionary change. They will offer a sound account of development and change in a wide range of institutions well</p>	<p><b>Level 3 (5–6 marks)</b> Candidates use correct English grammar with good style. They communicate explanations and conclusions well within a structured argument 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 D1 (contd.)</b>	<p><b>Level 3 (contd.)</b> change (evolutionary or revolutionary) and continuity may be observed, such as foreign policy, education, health, home affairs, defence, economic management and social security. They will have sound knowledge and understanding of the pressures for change within institutions, such as modernisation pledges, manifesto commitments, reformist politicians and bureaucrats, public demands, public dissatisfaction, ideological movements, etc. In addition, candidates will have fairly detailed knowledge and understanding of the pressures for change from the informal patterns of politics such as pressure group activity, patterns of consultation, relations between politicians and officials, ways of informing the public, conventions within the constitution. They will have reasonable knowledge and understanding of changes that have been proposed, have taken place and have been resisted. These will be illustrated with well-chosen examples. They will also understand how and why changes have been implemented or resisted.</p>	<p><b>Level 3 (contd.)</b> chosen as examples. They will analyse the pressures for reform from various sources, such as those outlined in AO1. In addition, they will show some recognition of the way in which institutions and structures have shown a capacity to resist change, using well-chosen examples to substantiate their discussion. They may recognise that continuity amidst political turbulence is often taken as a desirable quality. They will soundly identify the ways in which institutions and structures influence, and are influenced by, various other parts of the political system, as studied from the range of the specification. They may present some reasonably competent comparative analysis, making reference to levels of government, the EU, or the USA. Candidates' analyses display a reliable awareness of differing viewpoints and a recognition of issues. There is a sound evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates demonstrate an ability to draw parallels and make comparisons across much of the specification studied</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question D1 (contd.)</b>	<p><b>Level 3 (contd.)</b>  They will have a sound grasp of the ideological dimension to the question and may refer to the ideologies of conservatism and those that favour change and/or revolution. They may also show some sound knowledge and understanding of relevant theories on revolutionary change (e.g. Marx) or evolutionary change (e.g. disjointed incrementalism, rational choice theory). They will have reliable knowledge and understanding of the pressures resisting or modifying change, such as habit, tradition, expense, bureaucratic conservatism, bureaucratic self-interest, the constitution, conservative politicians, public opinion, pressure group opposition and so on.  They will adduce sound evidence and up-to-date examples to substantiate and illustrate points made. They will include material relating to developments in Wales, Scotland and Northern Ireland, and will make some use comparative examples from other systems, such as the USA and EU.  They will produce answers that generally address the requirements of the question and demonstrate a satisfactory degree of contextual awareness. The answers will include sound</p>	<p><b>Level 3 (contd.)</b>  and to use these in constructing arguments and discussions that cover the subject in a reasonably broad sense.  Their conclusions will generally derive from the foregoing discussion and will be reasonably well-focused on the basic proposition that changes in government and politics are generally evolutionary rather than revolutionary.</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question D1 (contd.)</b>	<b>Level 3 (contd.)</b> interpretations or explanations and provide evidence and up-to-date examples, drawn from a wide range within the specification, to substantiate and illustrate points made.		
	<b>Level 2 (5–8 marks)</b> Candidates demonstrate an outline knowledge and understanding of key relevant concepts such as change, continuity, evolutionary change and revolutionary change. They demonstrate very limited knowledge and understanding of a range of institutions and political structures where change (evolutionary or revolutionary) and continuity may be observed. They also have limited knowledge and understanding of the range of policy areas where change (evolutionary or revolutionary) and continuity may be observed. They reveal restricted knowledge and understanding of the pressures for change within institutions and from the informal patterns of politics. They will also have limited knowledge and understanding of changes that have been proposed, have taken place and have been resisted. These will be illustrated by only a few examples,	<b>Level 2 (5–8 marks)</b> Candidates do not completely understand that the essential point of the question centres on the balance between change and continuity in most political developments. They use a limited range of concepts and theories and do not use sophisticated political vocabulary. Their definitions of key relevant concepts such as change, continuity, evolutionary change and revolutionary change are not clear and ambiguous. Their arguments and explanations of the patterns of change and continuity within the political institutions and structures are not convincing. They will not offer sound accounts of developments in the institutions they have chosen as examples. They will make only limited reference to the pressures for reform from various sources. In addition, they may show some basic understanding of the way in which institutions and structures have shown a capacity to resist change,	<b>Level 2 (3–4 marks)</b> Candidates use adequate English grammar with reasonable style. They communicate answers 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. Answers are likely to be loosely structured.

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question D1 (contd.)</b>	<p><b>Level 2 (contd.)</b>  which may be not very soundly chosen. They will show only a restricted knowledge and understanding on how and why changes have been implemented or resisted. They will have only a weak grasp of the ideological dimension to the question, and make little, if any, reference to relevant theories on revolutionary change. They will have some degree of knowledge and understanding of a few of the pressures resisting or modifying change. They will adduce a few up-to-date examples to substantiate and illustrate points made. They will not include much material relating to developments in Wales, Scotland and Northern Ireland, and will make little use of comparative examples from other systems, such as the USA and EU. They will produce answers that only just address the requirements of the question. They may demonstrate contextual awareness covering part of the question. They produce answers that include a partial but reasonably effective attempt at interpretation or explanation, with some not very detailed examples, drawn from only part of the specification, to illustrate points.</p>	<p><b>Level 2 (contd.)</b>  with a limited number of examples to substantiate this. They may also note that continuity amidst political turbulence is often taken as a desirable quality. They make a limited attempt to identify the ways in which political institutions influence, and are influenced by, various other parts of the political system. They will not offer much in the way of comparative analysis. They will fail to demonstrate adequately that, while some features remain the same, others change and evolve. Candidates are unable to link issues of change and continuity with wider developments in politics and society. They offer limited analyses that show some awareness of differing viewpoints. There are simple attempts to evaluate political institutions, processes, behaviour, arguments or explanations. Candidates demonstrate some ability to draw parallels and make comparisons from a limited range of those parts of the specification studied. These may be used in a general way in constructing arguments and discussions of the subject as a whole. The conclusions will not entirely derive from the foregoing discussion and will not clearly focus back</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question D1 (contd.)</b>		<b>Level 2 (contd.)</b> on the original proposition that changes in government and politics are generally evolutionary.	
	<b>Level 1 (1–4 marks)</b> Candidates demonstrate a slight and incomplete knowledge of the concepts of change and continuity. They also demonstrate little knowledge of institutions and political structures such as constitutions, assemblies and bureaucracies. They show little knowledge of pressures for change or of the critiques of the institutions and attempts to reform them. There is only a very limited attempt to address the requirements of the question. They demonstrate only superficial awareness of the context of the question, with little interpretation and few examples, often inaccurately reported or inappropriately used.	<b>Level 1 (1–4 marks)</b> Discussions will not be adequately supported by the use of concepts and theories relating to continuity and change. Arguments and explanations will not be fully constructed. Analyses will not show awareness of differing viewpoints and very few parallels and connections will be used to establish comparisons. Evaluations of arguments or explanations will be superficial or naive. There will be very few relevant example used to illustrate the points made.	<b>Level 1 (1–2 marks)</b> Candidates use poor English grammar with little style. Answers will rely on narrative that lack full coherence. Conclusions will frequently fail to be 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 D2</b> <b>40 marks</b>	In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge and understanding requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.	As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive. As in many political issues, there is no right or wrong answer to this question. Candidates may support the statement, reject it, or sit on the fence. Answers are not to be judged merely on the width of the synoptic view; it is important that material included is linked logically within the framework of a relevant essay. Answers will be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question D2 (contd.)</b>	<p><b>Level 4 (13–16 marks)</b> Candidates demonstrate comprehensive knowledge and understanding of key relevant concepts such as constitution, constitutional government, constitutional evolution, reform, change and continuity. They also demonstrate advanced knowledge and understanding of various types of constitution, particularly the distinction between written and unwritten. Candidates will have sophisticated knowledge and understanding of the difference between the formal constitution and the ‘living constitution’, as what actually happens in government. They will also have advanced</p>	<p><b>Level 4 (13–16 marks)</b> Candidates clearly recognise that the essential analysis required by this question relates to the role of constitutions in creating stable systems of government and the pressures within systems that arise from calls for constitutional change. They will clearly recognise that constitutions in their very nature are concerned with issues of change and continuity. Candidates confidently apply a wide range of fully developed concepts and theories relating to the pattern of constitutional change and continuity within political systems, and construct cogent and</p>	<p><b>Level 4 (7–8 marks)</b> Candidates use correct English grammar with excellent style. They communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction and strong structure, culminating in a conclusion that 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 D2 (contd.)</b>	<p><b>Level 4 (contd.)</b>  knowledge and understanding of various key constitutional provisions.  They will perceptively demonstrate knowledge and understanding of the nature of constitutional government and the ways in which constitutions are intended to limit the actions of government (i.e. prevent arbitrary rule) and protect the rights and freedoms of citizens. To this end they will have advanced knowledge and understanding of the rule of law, the separation of powers, the sovereignty of parliament, bills of rights, freedom of information acts, and so on.  They will have well-developed knowledge and understanding of the role of the judiciary in protecting the constitution, and of the political role of judges.  They will clearly understand the nature of unconstitutional government and demonstrate their understanding of the significance of important cases in which governments have been found to have acted unconstitutionally.  They will have a sophisticated grasp of the whole issue of constitutional reform, showing high-level</p>	<p><b>Level 4 (contd.)</b>  coherent arguments and explanations. Candidates will skilfully define key relevant concepts such as constitution, constitutional government, constitutional evolution, reform, change and continuity. They will analyse the sources of the British constitution and give a sophisticated treatment to the implications of the incorporation of the ECHR into British law.  They will skilfully analyse the nature of constitutions, stressing that they are made deliberately difficult to reform, often through the principle of entrenchment. They will make a sophisticated and coherent distinction between the formal constitution and the ‘living constitution’. They will argue with cogency that changes in the latter can take place without any formal process of amendment. They will also appreciate how constitutions can evolve organically, and will offer well-chosen examples to show this in operation.  They may choose various aspects of British constitutional development (which, for example, still formally remains a monarchy), and may make skilful use of material from the extract.  Candidates offer a clear and coherent exposition of the role and purpose of a</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question D2 (contd.)</b>	<p><b>Level 4 (contd.)</b>  knowledge and understanding of both historical (e.g. the extension of the franchise) and contemporary (e.g. the demands of Charter 88) movements for constitutional reform. They will also have detailed knowledge and understanding of how constitutional reform may be accomplished. They will demonstrate sophisticated knowledge and understanding of major constitutional changes, including the amendment process in other systems, particularly the USA, and UK devolution to Wales, Scotland and Northern Ireland or entry into the EU. They will also show keen knowledge and understanding of the role of referendums in constitutional change. They will have advanced knowledge and understanding of the principle of constitutional entrenchment. Candidates will also have extensive knowledge and understanding of the sources of the British constitution, including the implications of the incorporation of the ECHR into British law. They will have a sophisticated understanding of the way constitutions can grow and evolve organically. They will also demonstrate</p>	<p><b>Level 4 (contd.)</b>  constitution in a liberal democracy, skilfully introducing an ideological dimension, including liberal ideas of natural freedoms and limited government. They will confidently explain why a liberal democratic constitution aims to resist any arbitrary changes on the part of a government; that it is in its nature an instrument of stability and continuity. They will perceptively analyse the nature of constitutional government, identifying and fully explaining the various key constitutional provisions listed in AO1. They will contrast the nature of written and unwritten constitutions and skilfully evaluate their positions with respect to constitutional reform. They will draw the distinction between constitutions that are flexible in the face of pressure for reform and change, and those that are rigid, using well-chosen examples as illustration. They will apply advanced and cogent analysis to the ways constitutional reform may be enacted, and skilfully incorporate a wide range of appropriate examples of major constitutional changes that have taken place, as set out in AO1. They will also give a sophisticated</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question D2 (contd.)</b>	<p><b>Level 4 (contd.)</b>  their knowledge and understanding of the ideological dimension and the liberal democratic value of constitutional government.  They will produce answers that fully address the requirements of the question and demonstrate excellent contextual awareness. The answers will include detailed and comprehensive interpretations or explanations and provide accurate evidence and up-to-date examples, drawn from the full range of the specification, to substantiate and illustrate points made.</p>	<p><b>Level 4 (contd.)</b>  treatment to the principle of constitutional entrenchment.  They will also analyse in detail the constitutional role of the judiciary and will explore in detail the allegedly political role of judges.  The conclusion will clearly derive from the preceding discussion and will focus sharply on the proposition that the nature of the constitution is to inhibit reform. Candidates provide analyses that display a sophisticated awareness of differing viewpoints and a clear recognition of issues. There is a clear and full evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates demonstrate an impressive ability to draw parallels and make comparisons across the whole range of parts of the specification studied, and to use these in constructing arguments and discussions that cover the subject in the broadest sense.</p>	
	<p><b>Level 3 (9–12 marks)</b>  Candidates demonstrate sound knowledge and understanding of key relevant concepts such as constitution, constitutional government, constitutional evolution, reform, change and continuity. They also demonstrate their</p>	<p><b>Level 3 (9–12 marks)</b>  Candidates generally recognise that the essential analysis required by this question relates to the role of constitutions in creating stable systems of government and the pressures within systems that arise from calls for</p>	<p><b>Level 3 (5–6 marks)</b>  Candidates use correct English grammar with good style. They communicate explanations and conclusions well within a structured argument 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 D2 (contd.)</b>	<p><b>Level 3 (contd.)</b>  understanding of various types of constitution, particularly the distinction between written and unwritten.  Candidates will have reliable knowledge and understanding of the difference between the formal constitution and the ‘living constitution’, as what actually happens in government. They will also have sound knowledge and understanding of various key constitutional provisions.  They will have sound basic knowledge and understanding of the nature of constitutional government and of the ways in which constitutions are intended to limit the actions of government (i.e. prevent arbitrary rule) and protect the rights and freedoms of citizens. To this end they will have sound and reliable knowledge and understanding of the rule of law, the separation of powers, the sovereignty of parliament, bills of rights, freedom of information acts, and so on.  They will have sound knowledge and understanding of the role of the judiciary in protecting the constitution and of the political role of judges.  They will also understand</p>	<p><b>Level 3 (contd.)</b>  constitutional change. They will recognise that constitutions in their very nature are concerned with issues of change and continuity.  Candidates apply a wide range of reasonably well-developed concepts and theories relating to the pattern of constitutional change and continuity within political systems, and construct sound arguments and explanations. Candidates will define key relevant concepts such as constitution, constitutional government, constitutional evolution, reform, change and continuity. They will analyse the sources of the British constitution and will give some consideration to the implications of the incorporation of the ECHR into British law.  Candidates will analyse the nature of constitutions, stressing that they are made deliberately difficult to reform, often through the principle of entrenchment. They will make a distinction between the formal constitution and the ‘living constitution’, argue that changes in the latter can take place without any formal process of amendment.  They will explain how constitutions can evolve organically, offering some</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question D2 (contd.)</b>	<p><b>Level 3 (contd.)</b> the nature of unconstitutional government and show an awareness of important cases in which governments have been found to have acted unconstitutionally. Candidates will have a good grasp of the issue of constitutional reform, showing some reliable knowledge and understanding of both historical (e.g. the extension of the franchise) and contemporary (e.g. the demands of Charter 88) movements for constitutional reform. They will also have sound knowledge and understanding of how constitutional reform may be accomplished. They will have a degree of knowledge and understanding of major constitutional changes, such as amendment to the US constitution and UK devolution to Wales, Scotland and Northern Ireland or entry into the EU. They will also show sound knowledge and understanding of the role of referendums in constitutional change. They will have some knowledge and understanding of the principle of constitutional entrenchment. Candidates will also have clear knowledge and</p>	<p><b>Level 3 (contd.)</b> examples to show this in operation. They may choose various aspects of British constitutional development (which, for example, still formally remains a monarchy). In this they may use material from the extract. Candidates will offer a sound exposition of the role and purpose of a constitution in a liberal democracy, introducing an ideological dimension, including liberal ideas of natural freedoms and limited government. They will explain why a liberal democratic constitution aims to resist any arbitrary changes on the part of a government; that it is in its nature an instrument of stability and continuity. Candidates will reliably explain the nature of constitutional government, identifying various key constitutional provisions, as listed in AO1. Candidates will contrast the nature of written and unwritten constitutions and evaluate their positions with respect to constitutional reform. They will attempt to draw the distinction between constitutions that are flexible in the face of pressure for reform and change, and those that are rigid, giving some examples. They will analyse how constitutional reform may</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question D2 (contd.)</b>	<p><b>Level 3 (contd.)</b>  understanding of the sources of the British constitution, including the implications of the incorporation of the ECHR into British law. They will also have a reasonable understanding of the way constitutions can grow and evolve organically. They will have some knowledge and understanding of the ideological dimension and the liberal democratic value of constitutional government. They will produce answers that show a clear attempt to address the requirements of the question and demonstrate sound contextual awareness. The answers will include developed and effective interpretations or explanations and provide accurate evidence and up-to-date examples, drawn from a considerable part of the specification, to substantiate and illustrate points made.</p>	<p><b>Level 3 (contd.)</b>  be accomplished and examine some major constitutional changes, as set out in AO1 and using a reasonable range of examples. They will also give some consideration to the principle of constitutional entrenchment. They will briefly analyse the constitutional role of the judiciary and may explore the allegedly political role of judges. The conclusion will derive from the preceding discussion and will generally focus on the proposition that the nature of the constitution is to inhibit reform. Candidates provide analyses that display an awareness of differing viewpoints and a recognition of issues. There is good evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates demonstrate an ability to draw parallels and make comparisons across broad areas of the parts of the specification studied, and to use these in constructing arguments and discussions that cover the subject in a reasonably broad sense.</p>	
	<p><b>Level 2 (5–8 marks)</b>  Candidates demonstrate an outline knowledge and understanding of key relevant concepts such as constitution, constitutional</p>	<p><b>Level 2 (5–8 marks)</b>  Candidates do not clearly recognise that the essential analysis required by this question relates to the role of constitutions in</p>	<p><b>Level 2 (3–4 marks)</b>  Candidates use adequate English grammar with reasonable style. They communicate answers and conclusions adequately</p>



	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question D2 (contd.)</b>	<p><b>Level 2 (contd.)</b> government, constitutional evolution, reform, change and continuity. They also demonstrate some knowledge and understanding of various types of constitution, particularly the distinction between written and unwritten. Candidates may not always be able to reliably distinguish between the formal constitution and the ‘living constitution’. They will have a limited knowledge and understanding of some, but not all, key constitutional provisions, and only a basic knowledge and understanding of the nature of constitutional government. They will have some, not entirely reliable, knowledge and understanding of the rule of law, the separation of powers, the sovereignty of parliament, bills of rights, freedom of information acts and so on. They will have little knowledge and understanding of the role of the judiciary in protecting the constitution, or of the political role of judges. They will have a basic understanding of the nature of unconstitutional government and some knowledge and understanding of a few cases in which governments have been</p>	<p><b>Level 2 (contd.)</b> creating stable systems of government and the pressures within systems that arise from calls for constitutional change. They will not fully recognise that constitutions in their very nature are concerned with issues of change and continuity. Candidates use only a limited range of concepts and theories relating to the pattern of constitutional change and continuity within political systems, and their arguments and explanations may not be well constructed. Candidates will not offer entirely clear definitions of key relevant concepts such as constitution, constitutional government, constitutional evolution, reform, change and continuity. They will briefly analyse the sources of the British constitution but may not consider the implications of the incorporation of the ECHR into British law. Candidates will analyse the nature of constitutions in a cursory manner. They will not discuss the principle of entrenchment. They are unlikely to make a distinction between the formal constitution and the living constitution’ and may not argue that constitutions can evolve organically.</p>	<p><b>Level 2 (contd.)</b> with straightforward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Answers are likely to be loosely structured.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question D2 (contd.)</b>	<p><b>Level 2 (contd.)</b>  found to have acted unconstitutionally. Candidates will recognise some of the issues relating constitutional reform but their knowledge and understanding of movements for constitutional reform will be incomplete and unreliable. They will have some rudimentary knowledge and understanding of how constitutional reform may be accomplished and a basic understanding of the amendment process in other systems, particularly the USA. They will have scant knowledge and understanding of major constitutional changes, including devolution. They will show little knowledge and understanding of the role of referendums in constitutional change. They may have some knowledge and understanding of the principle of constitutional entrenchment. Candidates will have basic knowledge and understanding of the sources of the British constitution, but may not appreciate the implications of the incorporation of the ECHR into British law. They will also not have much understanding of the way constitutions can grow and evolve organically.</p>	<p><b>Level 2 (contd.)</b>  Candidates will offer only a brief summary of the role and purpose of a constitution in a liberal democracy and are unlikely to introduce an ideological dimension in any depth. They will explain the nature of constitutional government but their analyses will be incomplete and they will identify few key constitutional provisions. Candidates will touch on the nature of written and unwritten constitutions but will not convincingly evaluate their positions with respect to constitutional reform. They will briefly and unconvincingly consider the formal amendment process in other systems, particularly the USA, and will examine only a few major constitutional changes, such as and UK devolution to Wales, Scotland and Northern Ireland or entry into the EU. They will say little on movements for constitutional reform; nor will they consider the constitutional role of the judiciary in any detail. The conclusion will not convincingly derive from the preceding discussion and will not really come back to the essential focus that the nature of the constitution is to inhibit reform. Candidates offer limited analyses that show some awareness of</p>	

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question D2 (contd.)</b>	<p><b>Level 2 (contd.)</b> They will have little knowledge and understanding of the ideological dimension and the liberal democratic value of constitutional government. They will produce answers that only just address the requirements of the question. They may demonstrate contextual awareness covering part of the question. They produce answers that include a partial but reasonably effective attempt at interpretation or explanation, with some not very detailed examples, drawn from a narrow range of the specification, to illustrate points.</p>	<p><b>Level 2 (contd.)</b> differing viewpoints. There is a simple attempt to evaluate arguments or explanations. Candidates demonstrate some ability to draw parallels and make comparisons from a limited range of those parts of the specification studied. These may be used in a general way in constructing arguments and discussions of the subject as a whole.</p>	
	<p><b>Level 1 (1–4 marks)</b> Candidates demonstrate a slight and incomplete knowledge of constitutions and the forces for change. There will be little discussion of the central issues and a very limited attempt to address the requirements of the question. There will be only superficial awareness of the context of the question, with little interpretation and few examples, often inaccurately reported or inappropriately used.</p>	<p><b>Level 1 (1–4 marks)</b> Discussions will not be adequately supported by the use of concepts and theories relating to constitutions and constitutional change. Arguments and explanations will not be fully constructed. Analyses will not show awareness of differing viewpoints and very few parallels and connections will be used to establish comparisons. Evaluations of political institutions, processes, arguments or explanations will be superficial or naive.</p>	<p><b>Level 1 (1–2 marks)</b> Candidates use poor English grammar with little style. Answers will rely on narrative that is not fully coherent. Conclusions will frequently not be adequately related to the preceding discussion.</p>