

Mark scheme June 2003

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.

	Knowledge and	Skills	Communication
	Understanding	402	A O 2
Section A	AO1 Power	AO2	AO3
		As with the knowledge	
Question A1 40 Marks	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.	
	Level 4 (13–16 marks) 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	Level 4 (13–16 marks) 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	Level 4 (7–8 marks) 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.

	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question A1	Level 4	Level 4	
(contd.)	(contd.)	(contd.)	
	the work of Max Weber on	that power without	
	the nature and sources of	authority can be unstable	
	authority. They will have	while authority can	
	detailed and sophisticated	sometimes lack real power	
	knowledge and	because of countervailing	
	understanding of these	forces. They will clearly	
	sources, such as popular	discern that governments	
	election, lawful	can lose authority as a	
	appointment, appointment	result of legitimacy crises	
	on the basis of merit,	such as bad management	
	expertise, tradition, charisma.	of the economy, sleaze	
		allegations, policy failures, lack of charismatic	
	They will recognise the difference between	leaders, poor opinion poll	
	holding legitimate	results, etc.	
	authority and having the	Candidates skilfully select	
	ability to influence public	a range of highly apposite	
	policy. They will	examples of authoritative	
	demonstrate detailed	figures and institutions and	
	knowledge and	analyse their sources of	
	understanding of a wide	authority. They may	
	range of competing	demonstrate a	
	sources of political power,	comprehensive	
	such as public opinion, the	appreciation of the	
	broadcasting media, the	analysis of Max Weber to	
	press, trade unions, protest	explore the sources of	
	groups, voluntary	authority. They will	
	associations, the churches,	skilfully select highly	
	the owners and controllers	apposite examples of	
	of capital, the financial	power holders who are not	
	institutions, the	formal holders of state	
	professions, multinational	authority, such as interest	
	corporations, the EU,	groups, influential	
	international political and	individuals, social	
	security associations, and	movements, etc. from	
	the impact of the global	various parts of the	
	economy. They will also	specification, to illustrate	
	have excellent knowledge	their argument. They also	
	of social factors linked to	select areas of policy from the full range of the	
	power, such as gender, race and class. They will	specification to illustrate	
	show accurate knowledge	how they have been, or	
	and understanding of	have not been, influenced	
	theories of power and	by forces other than those	
	elitism.	with authority.	
	They will produce answers	Candidates provide	
	that fully address the	analyses that display a	
	requirements of the	sophisticated awareness of	
	1 - qui em em o o i me		

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A1	Level 4	Level 4	
(contd.)	(contd.) 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.	(contd.) 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, policymaking 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.	
	Level 3 (9–12 marks) 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	Level 3 (9–12 marks) 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	Level 3 (5–6 marks) 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.

TT 1 4 10	Skills	Communication
Understanding	402	102
		AO3
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associations, the churches,	who are not formal holder	
the owners and controllers	of state authority, such as	
of capital, the financial	interest groups, influential	
institutions, the	individuals, social	
professions, multinational	movements, etc. from	
corporations, the EU,	various parts of the	
international political and		
security associations, and	their arguments. They	
the impact of the global	also select areas of policy	
economy. They will also	from within the	
have some knowledge of	specification to illustrate	
social factors linked to	how they have been, or	
power and authority, such	have not been, influenced	
as gender, race and class.	by forces other than those	
They will show accurate	with authority.	
knowledge and	Candidates provide	
understanding of theories	analyses that display some	
of power and elitism.	awareness of differing	
	Level 3 (contd.) 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	Level 3 (contd.) 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 Level 3 (contd.) thing. The analysis will show some appreciation of the fact that power without authority can some 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 authority. They may demonstrate some appreciation of the fact that power without 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 authority. They may demonstrate some appreciation of the act that power whi

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A1 (contd.)	AO1 Level 3 (contd.) 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.	Level 3 (contd.) 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	AO3
	Level 2 (5–8 marks) 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	that it is not enough for governments to have power, they must also have authority. Level 2 (5–8 marks) 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	Level 2 (3–4 marks) 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.

Question A1 (contd.) Question A1 (contd.) (contd.) public opinion, the broadcasting median press, trade union groups, voluntary associations, the of capital, the find institutions, the	ne lia, the ns, protest churches, ontrollers ancial	AO2 Level 2 (contd.) specification to illustrate their arguments. They also select some limited areas of policy that illustrate how they have been, or have not been,	AO3 Level 2 (contd.) Answers are likely to be loosely structured.
Question A1 (contd.) (contd.) Description (contd.) public opinion, the broadcasting median press, trade union groups, voluntary associations, the other owners and confidence of capital, the final content of	he lia, the hs, protest churches, ontrollers ancial	Level 2 (contd.) specification to illustrate their arguments. They also select some limited areas of policy that illustrate how they have been, or have not been,	Level 2 (contd.) Answers are likely to be
(contd.) (contd.) public opinion, the broadcasting median press, trade union groups, voluntary associations, the other owners and configuration of capital, the final public opinion of capital, the final public opinion of capital opinion	he lia, the hs, protest churches, ontrollers ancial	(contd.) specification to illustrate their arguments. They also select some limited areas of policy that illustrate how they have been, or have not been,	(contd.) Answers are likely to be
public opinion, the broadcasting med press, trade union groups, voluntary associations, the the owners and co of capital, the fin	dia, the as, protest churches, ontrollers ancial	specification to illustrate their arguments. They also select some limited areas of policy that illustrate how they have been, or have not been,	Answers are likely to be
broadcasting med press, trade union groups, voluntary associations, the the owners and co of capital, the fin	dia, the as, protest churches, ontrollers ancial	their arguments. They also select some limited areas of policy that illustrate how they have been, or have not been,	
press, trade union groups, voluntary associations, the the owners and coof capital, the fin	ns, protest churches, ontrollers ancial	also select some limited areas of policy that illustrate how they have been, or have not been,	loosely structured.
groups, voluntary associations, the the owners and coof capital, the fin	churches, ontrollers ancial	areas of policy that illustrate how they have been, or have not been,	
associations, the other owners and coof capital, the fin	churches, ontrollers ancial	illustrate how they have been, or have not been,	
the owners and co of capital, the fin	ontrollers ancial	been, or have not been,	
of capital, the fin-	ancial		
		influenced by forces other	
		than those with authority.	
professions, mult		Candidates offer limited	
corporations, the		analyses that show some	
international poli		awareness of differing	
security associati		viewpoints on the nature	
the impact of the	·	of political power. There	
economy. There	_	is a recognition of basic	
little evidence of		parallels and connections,	
theoretical approa	aches to	together with limited	
the study of power	er and	comparisons. There is a	
authority. They		simple attempt to evaluate	
little knowledge		political institutions,	
factors linked to		processes, behaviour,	
such as gender, ra		arguments or explanations.	
class.		Candidates demonstrate	
They produce ans		some ability to draw	
with a limited atte		parallels and make	
addressing the		comparisons from a	
requirements of t		limited range of those	
question. They n demonstrate cont	•	parts of the specification studied. These may be	
awareness coveri		used in a general way in	
the question. The		constructing arguments	
produce answers	-	and discussions of the	
include a partial b		subject as a whole. The	
reasonably effect		conclusion does not	
attempt at interpr		entirely derive from the	
explanation, with		foregoing discussion and	
very detailed exa		does not really focus on	
drawn from a mo	-	the essential proposition	
range of the spec	ification	that it is not enough for	
to illustrate point	s.	governments to have	
		power, they must also	
		have authority.	
Level 1		Level 1	Level 1
(1–4 marks)		(1–4 marks)	(1–2 marks)
Candidates demo		Discussions will not be	Candidates use poor
slight and incomp	olete	adequately supported by	English grammar with little
knowledge of pov		the use of concepts and	style. Answers will rely on
authority. They s	-	theories relating to	narrative that is not fully
limited awareness	s of the	political power.	coherent. Conclusions will

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A1	Level 1	Level 1	Level 1
(contd.)	(contd.)	(contd.)	(contd.)
	issue in question. They	Candidates select very	frequently not be
	make a very limited	few, or no, examples that	adequately related to the
	attempt to address the	illustrate the exercise of	preceding discussion.
	requirements of the	power and authority. They	
	question. They will	also fail to select apposite	
	display only superficial	areas of policy from the	
	awareness of the context	specification that illustrate	
	of the question, with little	how they have been, or	
	interpretation and few	have not been, influenced	
	examples, often	by forces other than	
	inaccurately reported or	government.	
	inappropriately used.	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.	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A2 40 marks	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	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question A2	Level 4	Level 4	Level 4
(contd.)	(13–16 marks)	(13–16 marks)	(7–8 marks)
	Candidates demonstrate a	Candidates will clearly	Candidates use correct
	comprehensive knowledge	recognise that the essence	English grammar with
	and understanding of the	of the question centres on	excellent style. They
	idea of centralisation of	the idea of the dispersal or	communicate arguments,
	government. They will	centralisation of power,	explanations and
	show perceptive	and the implications of	conclusions with clarity and
	understanding of the	both. They will produce	produce answers with a
	various ways in which	answers that fully address	clear sense of direction and
	governments can be, or	the requirements of the	strong structure,
	become, centralised.	question and demonstrate	culminating in a conclusion
	They will show perceptive	excellent contextual	that flows from the
	knowledge and	awareness.	preceding discussion.
	understanding of the	They will confidently	
	ideological dimension to	apply a wide range of fully	
	the question,	developed concepts and	
	understanding the contrast	theories, using detailed	
	between liberalism and	political vocabulary, to	
	socialism with respect to	analyse and synthesise	
	the question of centralised	information relating to the	
	government (e.g. planning	structure of state power in	
	versus laissez faire).	modern societies.	
		Candidates will analyse	
		the concept of power and	

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

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A2	Level 4	Level 4	
(contd.)	(contd.)	(contd.)	
	Candidates will show	They will introduce	
	knowledge and	skilfully chosen examples	
	understanding through	of important cases drawn	
	examples drawn from all	from the entire range of	
	parts of the specification	the specification, including	
	to illustrate the way in	central government,	
	which power has been	provincial government,	
	centralised, such as the	local government,	
	bypassing of parliament,	quangos, the USA, and the	
	the weakening of local	EU. They will also	
	government, tightening	identify trends in modern	
	party discipline, the	society that increase or	
	increase of prime	decrease centralisation of	
	ministerial power, the	power.	
	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.		

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

Question 2A (contd.) Question 2A (contd.) Question 2A (contd.) 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 question, understanding the question 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 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 with conclusions linked to t preceding discussion. 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 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 with conclusions linked to t preceding discussion. 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 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 a structured argument is other. They will competently apply a reasonably wide range of well-developed concepts and theories, using informed political
Contd. C
(contd.) (9–12 marks) 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 laissez faire). They will note allegations of centralisation by New Labour. They will demonstrate some basic knowledge and understanding of the understanding of the idea of the dispersal or of the duestion 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 generally recognise that the essence of the dispersal or the idea of the dispersal or centralisation of power, and the implications of the question and the pour implications of the question and the implications of the question and the implications of the question and
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 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

	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question A2	Level 3	Level 3	
(contd.)	(contd.)	(contd.)	
	and well-argued account	that on the power of the	
	of the various	prime minister, the	
	constitutional means for	increased role of	
	preventing a concentration	government press officers,	
	of power, such as the	the weakening of	
	separation of powers,	parliament, the weakening	
	bicameralism, cabinet	of the trade unions and	
	government, federal	professional associations,	
	government, local	the relationship of central	
	government and limited	government to local	
	terms of office.	government and so on.	
	Candidates will show	They may bring in the	
	knowledge and	ideological dimension by	
	understanding through	noting how some	
	examples drawn from a	ideologies can lead to a	
	reasonable range of the	centralisation of state	
	specification to illustrate	power and others to	
	the way in which power	devolution and <i>laissez</i>	
	has been centralised such	faire.	
	as the bypassing of	They will introduce	
	parliament, the weakening	soundly chosen examples	
	of local government,	of some cases drawn from	
	tightening party discipline,	a reasonable range of the	
	the increase of prime	specification, including	
	ministerial power, the	central government,	
	weakening of the trade	provincial government,	
	unions, the appointment of	local government,	
	ministerial advisers, think-	quangos, the USA, and the	
	tanks, central efficiency	EU. They may also	
	reviews of public sector	identify trends in modern	
	organisations, new	society that increase or	
	regulatory regimes,	decrease centralisation of	
	management reforms,	power.	
	structural reforms etc.	They will construct sound	
	They will also have	arguments and	
	knowledge and	explanations.	
	understanding of	Candidates provide	
	countervailing trends such	analyses that display an	
	as devolution, regionalism,	awareness of differing	
	the increased power of	viewpoints and a clear	
	certain interest groups, the	recognition of issues.	
	effects of the global	There is a clear	
	economy, increased	recognition of parallels	
	recourse to direct action	and connections, together	
	by some groups, a more	with some comparisons.	
	assertive and enquiring	There is good evaluation	
	public, increased judicial	of political institutions,	
	activism, parliamentary	^	
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	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question A2	Level 3	Level 3	
(contd.)	(contd.)	(contd.)	
	reforms, media,	processes, behaviour,	
	bureaucratic power, hiving	arguments and	
	off, agencification and	explanations. Candidates	
	privatisation. They will	demonstrate an ability to	
	show sound knowledge	draw parallels and make	
	and understanding of	comparisons across broad	
	possible centralisation (or	areas of the parts of the	
	non-centralisation) at all	specification studied, and	
	levels of government	to use these in	
	including local, provincial,	constructing arguments	
	US government and the	and discussions that relate	
	EU.	to the generic concepts of	
	They produce answers that	the subject as a whole.	
	include developed and	The conclusions will	
	effective interpretations or	generally follow from the	
	explanations and provide	foregoing discussion and	
	clear evidence drawn from	offer a clear and well-	
	a good range within the	focused analysis of the	
	specification backed up by	proposition that	
	good examples to illustrate	governments are becoming	
	points made.	more centralised and more	
	T 12	powerful.	T 12
	Level 2	Level 2	Level 2
	(5–8 marks) Candidates demonstrate an	(5–8 marks) Candidates will not fully	(3–4 marks) Candidates use adequate
	outline knowledge of and	recognise that the essence	English grammar with
	understanding of the idea	of the question centres on	reasonable style.
	of centralisation of	the idea of the dispersal or	Candidates communicate
	government. They will	centralisation of power,	answers and conclusions
	show some degree of	and the implications of	adequately with
	understanding of the	both. They will produce	straightforward narrative
	various ways in which	answers that only partly	and/or explanation. A
	governments can be, or	address the requirements	conclusion may be offered
	become, centralised.	of the question and	but its relationship to the
	They will have little	demonstrate rather	preceding discussion may
	reliable knowledge and	unreliable contextual	be modest or implicit.
	understanding of the	awareness. They will	Answers are likely to be
	ideological dimension to	apply only a limited range	loosely structured.
	the question. They may	of concepts and theories,	
	touch upon allegations of	using limited political	
	centralisation by New	vocabulary, to analyse and	
	Labour. They will say	synthesise information	
	little, if anything, on the	relating to the structure of	
	theory of pluralism or	state power in modern	
	elitism. They will have	societies.	
	only basic and somewhat	Candidates will analyse	
	unreliable knowledge and understanding of the	the concept of power and make some reference to	

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

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question A2	Level 1	Level 1	Level 1
(contd.)	(contd.)	(contd.)	(contd.)
	They make a very limited	concentration of power.	coherent. Conclusions will
	attempt to address the	Arguments and	frequently not be
	requirements of the	explanations will not be	adequately related to the
	question. There is only	fully constructed.	preceding discussion.
	superficial awareness of	Analyses will not show	
	the context of the question,	awareness of differing	
	with little interpretation	viewpoints and very few	
	and few examples, which	parallels and connections	
	are often inaccurately	will be used to establish	
	reported or inappropriately	comparisons. Evaluations	
	used.	and explanations will be	
		superficial or naive. The	
		conclusion will not	
		address the central issue in	
		the question.	

	Knowledge and	Skills	Communication
	Understanding	102	402
C 4: D	AO1	AO2	AO3
Section B	Participation and Representation		
Question B1	In this synoptic question	As with the knowledge	
40 marks	there are no limits to the	and understanding	
	areas of knowledge that a	category, the synoptic	
	candidate may feel able to	nature of the essays leaves	
	bring to the discussion.	open a wide range of	
	Hence, any specification	approaches to analysis and	
	of knowledge and	the following skills	
	understanding	specification is indicative	
	requirements can only be indicative. Candidates are	rather than definitive. As in many political	
	not expected to include all	issues, there is no right or	
	the material indicated	wrong answer to this	
	below. On the other hand	question. Candidates may	
	they may successfully	support the statement,	
	include material not	reject it, or sit on the	
	indicated here.	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.	
	Level 4	Level 4	Level 4
	(13–16 marks)	(13–16 marks)	(7–8 marks)
	Candidates demonstrate a	Candidates confidently	Candidates use correct
	comprehensive knowledge	apply a wide range of fully	English grammar with
	and understanding of the	developed concepts and	excellent style. They
	concepts of direct	theories relating to forms	communicate arguments,
	democracy, direct action, representative government	of representation and participation, using	explanations and conclusions with clarity and
	and the modern state.	detailed political	produce answers with a
	They also demonstrate	vocabulary, to analyse and	clear sense of direction and
	comprehensive knowledge	synthesise political	strong structure,
	and understanding of	information. They will	culminating in a conclusion
	related concepts, such as	recognise that the essential	that flows from the
	popular will,	analysis must focus on the	preceding discussion.
	representative assembly,	limitations of direct	
	populism, apathy, etc.	democracy and direct	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B1	Level 4	Level 4	
(contd.)	(contd.)	(contd.)	
	Candidates will also	action in the modern state.	
	demonstrate advanced and	They will confidently	
	sophisticated knowledge	define the terms and	
	and understanding of	concepts that are central to	
	various forms of direct	the question, such as direct	
	democracy, such as the	democracy, direct action,	
	recall, referendums,	representative government	
	official opinion polls,	and the modern state.	
	focus groups and citizens	They also demonstrate	
	panels.	comprehensive knowledge	
	They will demonstrate advanced and	and understanding of	
		related concepts, such as	
	sophisticated knowledge and understanding of	popular will, representative assembly,	
	various forms of, and	populism, apathy, etc.	
	vehicles for, direct action,	They will examine and	
	such as demonstrations,	explain in a sophisticated	
	protests, marches,	way the role of the modern	
	campaigns, strikes,	state, showing keen	
	petitions, violence, etc.	recognition of the	
	They will also show keen	complexity of the	
	and critical awareness of	operation.	
	insider operations as an	They will critically	
	alternative to direct action	analyse at a sophisticated	
	and representative	level various forms of	
	government. They will	direct participation, such	
	have advanced knowledge	as demonstrations, strikes,	
	and understanding of	petitions, violence, etc.	
	theories that can be	They will perceptively	
	applied to these forms of	note the limitations of	
	participation, such as	these. In this analysis they	
	pluralism, neo-pluralism,	confidently apply theories,	
	hyper-pluralism, overload,	such as pluralism, hyper-	
	elitism, neo-elitism,	pluralism, overload,	
	Marxism, Neo-Marxism,	elitism, neo-elitism,	
	etc.	Marxism, neo-Marxism,	
	They will display	etc. They will creatively	
	sophisticated knowledge	bring in a wide and	
	and understanding of the	illuminating range of	
	mechanisms of	examples, such as those	
	representation and	indicated in AO1.	
	representative	They will analyse the	
	government, such as	meanings and	
	voting, canvassing, the	interpretations placed on	
	mandate, the manifesto,	representative democracy.	
	ministerial accountability,	They will clearly explain	
	etc. They will fully	the working of the	

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



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question B1	Level 4	Level 4	
(contd.)	(contd.)	(contd.)	
	range of examples	used by modern	
	skilfully drawn from their	governments. They will	
	studies of politics and	critically examine these as	
	government and	adjuncts to existing	
	encompassing the full	mechanisms for	
	extent of the relevant parts	representative democracy.	
	of the specification. They	Candidates will construct	
	will produce answers that	cogent and coherent	
	fully address the	arguments and	
	requirements of the	explanations. They	
	question and demonstrate	provide analyses that	
	excellent contextual	display a sophisticated	
	awareness. Their answers	awareness of differing	
	include detailed and	viewpoints and a clear	
	comprehensive	recognition of issues.	
	interpretations or	Parallels and connections	
	explanations and provide	are identified, together	
	accurate evidence and up-	with well-developed	
	to-date examples to substantiate an illustrate	comparisons. There is a clear and full evaluation of	
	points made.	political institutions,	
	points made.	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	
1		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.	

Knowledge and	Skills	Communication
Understanding	4.02	402
AO1 Level 3	AO2 Level 3	AO3 Level 3
(9–12 marks)	(9–12 marks)	(5–6 marks)
Candidates demonstrate a	Candidates clearly apply a	Candidates use correct
reliable knowledge and	reasonable range of	English grammar with good
understanding of the	moderately developed	style. Candidates
concepts of direct	concepts and theories	communicate explanations
democracy, direct action	relating to forms of	and conclusions well within
representative government	representation and	a structured argument and
and the modern state.	participation, using	produce answers with a
They also demonstrate	accurate political	conclusion linked to the
sound knowledge and	vocabulary, to analyse and	preceding discussion.
understanding of related	synthesise political	processing discussion.
concepts, such as popular	information. They will	
will, representative	recognise that the essential	
assembly, populism,	analysis must focus on the	
apathy, etc.	limitations of direct	
Candidates will also	democracy and direct	
demonstrate soundly based	action in the modern state.	
knowledge and	They will accurately	
understanding of various	define the terms and	
forms of direct democracy,	concepts that are central to	
such as the recall,	the question, such as direct	
referendums, official	democracy, direct action	
opinion polls, focus	representative government	
groups and citizens panels.	and modern state. They	
They will demonstrate	clearly define related	
accurate knowledge and	concepts, such as popular	
understanding of various	will, representative	
referendums, official	assembly, populism,	
opinion polls, focus	apathy, etc.	
groups and citizens panels.	They will examine and	
They will demonstrate	explain in a clear but	
accurate knowledge and	unsophisticated way the	
understanding of various	role of the modern state,	
forms of, and vehicles for,	showing sound recognition	
direct action, such as	of the complexity of the	
demonstrations, protests,	operation. They will	
marches, campaigns,	critically analyse various	
strikes, petitions, violence,	forms of direct	
etc. They will also show some	participation, such as demonstrations, strikes,	
degree of critical	petitions, violence, etc.	
awareness of insider	They will briefly note the	
operations as an	limitations of these. In	
alternative to direct action	this analysis they apply	
and representative	theories, such as pluralism,	
government. In addition	neo-pluralism, hyper-	
they will have sound	pluralism, overload,	
knowledge and	elitism, neo-elitism,	
understanding of some	Marxism, Neo-Marxism,	
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	Knowledge and	Skills	Communication
	Understanding		
	A01	AO2	AO3
Question B1	Level 3	Level 3	
(contd.)	(contd.)	(contd.)	
	of the theories that can be	etc. They will bring in a	
	applied to these forms of	reasonably wide range of	
	participation, such as	examples, such as those indicated in AO1.	
	pluralism, neo-pluralism,		
	hyper-pluralism, overload, elitism, neo-elitism,	They will make some attempt to analyse the	
	Marxism, Neo-Marxism,	meanings and	
	etc.	interpretations placed on	
	They will display reliable	representative democracy.	
	knowledge and	They will fairly clearly	
	understanding of the	explain the working of the	
	mechanisms of	mechanism of	
	representation and	representative democracy,	
	representative	such as voting systems, the	
	government, such as	mandate, the manifesto,	
	voting, canvassing, the	accountability,	
	mandate, the manifesto,	responsibility, etc.	
	ministerial accountability,	They will make some	
	etc. They will fully	attempt to explore the	
	understand theories of	diverse roles of elected	
	representation.	representatives, such as	
	They will also have a	local councillors,	
	reasonably well-developed	Members of Parliament,	
	critical awareness of the	members of the new	
	weaknesses in modern	provincial assemblies and	
	representative	parliaments, MEPs and US	
	government. This will	Congressmen. They will	
	entail some understanding	show some basic	
	and knowledge of the	awareness of theories of	
	limitations and failings of	representation and discuss	
	electoral systems and	whether MPs do, or	
	systems of accountability.	should, represent the	
	They will have reliable though not sophisticated	views of their constituents. They may introduce a	
	knowledge and	discussion on referendums	
	understanding of the	or the defects in the	
	various roles of elected	electoral system.	
	representatives including	They will explain with	
	ministers, Members of	some degree of	
	Parliament (and	confidence, and with	
	Congressmen), local	reasonable evidence, the	
	councillors, members of	extent to which elected	
	the new provincial	representatives (MPs,	
	assemblies and	MSPs MEPs, Parliament,	
	parliaments, MEPs and US	local councillors, etc. and	
	Congressmen.	perhaps the US Congress)	

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

	Knowledge and	Skills	Communication
	Understanding	100	102
C 4: D1	AO1	AO2	AO3
Section B1		Level 3	
(contd.)		(contd.) 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.	
	Level 2	Level 2	Level 2
	(5–8 marks)	(5–8 marks)	(3–4 marks)
	Candidates demonstrate	Candidates apply only	Candidates use adequate
	limited knowledge and	moderately developed	English grammar with
	understanding of the	concepts and theories	reasonable style.
	concepts of direct	relating to forms of	Candidates communicate
	democracy, direct action	representation and	answers and conclusions
	representative government	participation, using	adequately with
	and the modern state.	reasonably accurate	straightforward narrative
	There is little	political vocabulary, to	and/or explanation. A
	consideration of related	analyse and synthesise	conclusion may be offered
	concepts, such as popular	political information.	but its relationship to the
	will, representative	They will only partly	preceding discussion may
	assembly, populism,	recognise that the essential	be modest or implicit.
	apathy, etc.	analysis must focus on the	Answers are likely to be
	Candidates demonstrate	limitations of direct	loosely structured.
	restricted knowledge and	democracy and direct	
	understanding of various	action in the modern state.	
	forms of direct democracy,	They will offer limited	
	such as the recall,	definitions of the terms	
	referendums, official	and concepts that are	
	opinion polls, focus	central to the question,	
	groups and citizen panels.	such as direct democracy,	
	They will demonstrate	direct action representative	
	some knowledge and	government and modern	
	understanding of various	state. They also	
	forms of, and vehicles for,	demonstrate little	
	direct action, such as	knowledge and	
	demonstrations, protests,	understanding of related	
	marches, campaigns,	concepts, such as popular	
	strikes, petitions, violence,	will, representative	
	etc.	assembly, populism,	
	They will also show little,	apathy, etc.	
	if any, critical awareness	They will examine and	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B1	Level 2	Level 2	1100
(contd.)	(contd.)	(contd.)	
	of insider operations as an	explain in a limited way	
	alternative to direct action	the role of the modern	
	and representative	state, with little	
	government. They will	recognition of the	
	have some knowledge and	complexity of the	
	understanding of a limited	operation. They will	
	number of theories that	analyse only a small	
	can be applied to these	number of various forms	
	forms of participation,	of direct participation,	
	such as pluralism, neo-	such as demonstrations,	
	pluralism, hyper-	strikes, petitions, violence,	
	pluralism, overload,	etc. They will say little on	
	elitism, neo-elitism,	the limitations of these.	
	Marxism, Neo-Marxism,	They will not apply	
	etc.	theories.	
	They will display	They will make little	
	somewhat unreliable	attempt to analyse the	
	knowledge and	meanings and	
	understanding of the mechanism of	interpretations placed on	
	representation and	representative democracy or explain the working of	
	representative	the mechanism of	
	government, such as	representative democracy,	
	voting, canvassing, the	such as voting systems, the	
	mandate, the manifesto,	mandate, the manifesto,	
	ministerial accountability,	accountability,	
	etc. They will also have	responsibility, etc.	
	limited critical awareness	They will make a	
	of the weaknesses in	restricted attempt to	
	modern representative	explore the diverse roles	
	government. They will	of elected representatives,	
	have some unsophisticated	such as local councillors,	
	knowledge and	Members of Parliament,	
	understanding of the	members of the new	
	various roles of elected	provincial assemblies and	
	representatives including	parliaments, MEPs and US	
	ministers, Members of	Congressmen. They will	
	Parliament (and	show some basic	
	Congressmen), local	awareness of theories of	
	councillors, members of	representation and discuss	
	the new provincial	whether MPs do, or	
	assemblies and	should, represent the	
	parliaments, MEPs and US	views of their constituents.	
	Congressmen.	They may introduce a limited discussion on	
	They will also have somewhat undeveloped	referendums or the defects	
	knowledge and	in the electoral system.	
	understanding of factors	in the electoral system.	
	and or sunding of factors		



	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B1	Level 2	Level 2	
(contd.)	(contd.)	(contd.)	
,	limiting the scope of	They will attempt to	
	elected representatives,	explain the extent to which	
	such as party discipline,	elected representatives	
	career ambitions,	(MPs, MSPs MEPs,	
	patronage, dual careers,	Parliament, local	
	sexism and racism. They	councillors, etc. and	
	will show little knowledge	perhaps the US Congress)	
	and understanding of	can, and do, challenge	
	theoretical perspectives on	government but will offer	
	representation, such as the	little critical analysis on the	
	concept of the delegate	effectiveness of these	
	and the Burkean view.	today. They are unlikely to	
	They will use only a	touch upon new	
	limited range of examples	government-created forms	
	from their studies of politics and government	of participation. Candidates begin to	
	and these will come from	construct arguments and	
	only a limited part of the	explanations, offering	
	specification.	limited analyses that show	
	specification.	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.	
		direct action.	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B1	Level 1	Level 1	Level 1
(contd.)	(1–4 marks)	(1–4 marks)	(1–2 marks)
	Candidates demonstrate a	Discussions will not be	Candidates use poor
	slight and incomplete	adequately supported by	English grammar with little
	knowledge and	the use of concepts and	style. Answers will rely on
	understanding of theories	theories of participation	narrative that is not fully
	of representation or	and representation.	coherent. Conclusions will
	participation. There will	Arguments and	frequently not be
	be a very limited attempt	explanations will not be	adequately related to the
	to address the	fully constructed.	preceding discussion.
	requirements of the	Analyses will not show	
	question. There will be	awareness of differing	
	only superficial awareness	viewpoints and very few	
	of the context of the	parallels and connections	
	question, with little	will be used to establish	
	interpretation and few	comparisons. Evaluations,	
	examples, often	arguments or explanations	
	inaccurately reported or	will be superficial or	
	inappropriately used	naive.	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B2 40 Marks	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.	AO3
	Level 4 (13–16 marks) 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.	Level 4 (13–16 marks) 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	Level 4 (7–8 marks) 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.

	Knowledge and	Skills	Communication
	understanding		
	AO1	AO2	AO3
Question 4	Level 4	Level 4	
(contd.)	(contd.)	(contd.)	
	They demonstrate detailed	representative democracy	
	and accurate knowledge	today.	
	and understanding of the	Candidates' analyses will	
	way elections operate at	assess the state of electoral	
	all levels.	turnouts with precision	
	They will show detailed	and exactitude. Extremely	
	and sophisticated	well-chosen examples to	
	knowledge and	verify the points made will	
	understanding of falling	come from elections to	
	turnouts at various levels	various assemblies	
	of government including	including Westminster, the	
	Westminster, the US	US Congress, local	
	Congress, local	government, and the	
	government, and the	Scottish, Welsh and	
	Scottish, Welsh and	Northern Ireland	
	Northern Ireland	assemblies.	
	assemblies.	Candidates will develop a	
	They will recognise, and	sophisticated discussion	
	have advanced knowledge	and analysis of the concept	
	and understanding of	of apathy. There will be a	
	turnout as an indicator of	detailed examination of its	
	the state of health of a	possible causes. The may	
	representative democracy.	use advanced analysis of	
	They will have advanced	voting behaviour to	
	knowledge and	consider why people vote.	
	understanding of various	There may be advanced	
	electoral pathologies,	analysis of improved/	
	particularly the concept of	novel methods of voting in	
	apathy. They will have	terms of various electronic	
	detailed and sophisticated	means and/or fundamental	
	knowledge and	reform of the system.	
	understanding of a wide	A wide range of	
	and impressive range of	alternative forms of	
	possible causes of	participation will be	
	electoral apathy. They	perceptively identified,	
	will have an extensive	including various forms of	
	range of examples from	direct action, lobbying,	
	their study of government	demonstrating, petitioning,	
	and politics to illustrate	joining various types of	
	their arguments and will	pressure group, trade	
	be able to draw from the	union membership or	
	entire specification.	leadership, violence, party	
	They will display	donations, insider group	
	extensive and detailed	meetings with civil	
	knowledge and	servants.	
	understanding of possible	These are subject to	
	ways of raising turnout,	critical evaluation and	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question B2	Level 4	Level 4	1100
(contd.)	(contd.)	(contd.)	
(**=****)	including various	consideration as to	
	alternative methods of	whether a rise in these can	
	voting (such as various	account for falling	
	recent experiments in local	turnouts. They may also	
	government). They will	question whether these are	
	subject these to exacting	an effective substitute for	
	evaluation and reach clear,	voting.	
	well-argued and logical	There will be a confident,	
	conclusions.	clear and full evaluation of	
	In addition, candidates	political institutions,	
	will fully understand, and	processes, behaviour,	
	clearly explain, a variety	arguments and	
	of systems of PR and	explanations. Candidates	
	perceptively evaluate the	demonstrate an impressive	
	possible impact of their	ability to draw parallels	
	introduction.	and make comparisons	
	Candidates will show a	across the whole range of	
	keen and sophisticated awareness of forms of	the specification studied and to use these in	
	participation beyond the	constructing arguments	
	ballot box, such as	and discussions that cover	
	canvassing, joining a	the subject in the broadest	
	party, forming a party,	sense.	
	voting, standing at election	Candidates provide	
	for national assembly or	analyses that display a	
	local council, serving on	sophisticated awareness of	
	NHS trusts, as school	differing viewpoints and a	
	governors, on regional	clear recognition of issues.	
	councils.	Candidates may argue any	
	They will equally show	way they wish: e.g. that	
	sophisticated knowledge	falling electoral turnouts	
	and understanding of a	show representative	
	wide range of informal	democracy to be in crisis,	
	means of participation,	or that they are not a sign	
	such as publicity seeking,	of failing democracy but	
	lobbying, demonstrating,	an indication of	
	petitioning, joining various	contentment. However,	
	types of pressure group,	the conclusion will clearly	
	trade union membership	derive from the foregoing	
	and leadership, direct	discussion and will aim to	
	action, violence, donating	present a thesis on what	
	funds to a party, private	falling electoral turnouts	
	meetings with civil servants.	tell us about modern	
	Scivants.	democratic government	
		and politics.	

	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question B2	Level 4		
(contd.)	(contd.)		
	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.		
	Level 3	Level 3	Level 3
	(9–12 marks)	(9–12 marks)	(5–6 marks)
	Candidates demonstrate	Candidates apply a good	Candidates use correct
	sound and reliable	range of well-developed	English grammar with good
	knowledge and	and relevant concepts and	style. Candidates
	understanding of the	theories, using a	communicate explanations
	concepts of electoral	reasonably detailed	and conclusions well within
	turnout and modern	political vocabulary, to	a structured argument and
	democratic government.	analyse and synthesise	produce answers with
	They will show good	information.	conclusions linked to the

	Knowledge and	Skills	Communication
	Understanding	4.02	402
O 4' D2	A01	AO2	A03
Question B2	Level 3	Level 3	Level 3
(contd.)	(contd.)	(contd.) Candidates will show	(contd.) preceding discussions.
	knowledge and understanding of the	some recognition that the	preceding discussions.
	centrality of elections in	essential analysis should	
	modern political systems	centre on the debate about	
	of representative	falling electoral turnouts	
	government. They	as an indication of the	
	demonstrate reasonably	state of participation in	
	detailed and generally	representative democracy	
	accurate knowledge and	today.	
	understanding of the way	Candidates' analysis will	
	elections operate at all	assess the state of electoral	
	levels.	turnouts with reasonable	
	They will show sound	exactitude. Reasonably	
	empirical knowledge and	well-chosen examples to	
	understanding of falling	verify the points made will	
	turnouts at various levels	come from elections to	
	of government including	various assemblies	
	Westminster, the US	including Westminster, the	
	Congress, local	US Congress, local	
	government, and the	government, and the	
	Scottish, Welsh and	Scottish, Welsh and	
	Northern Ireland	Northern Ireland	
	assemblies.	assemblies.	
	They will recognise, and	Candidates will develop a	
	have some accurate	soundly based discussion	
	knowledge and	and analysis of the concept	
	understanding of turnout	of apathy. There will be a	
	as an indicator of the state of health of a	reasonably detailed	
		examination of its possible	
	representative democracy. They will have sound	causes. They may use advanced analysis of	
	knowledge and	voting behaviour to	
	understanding of various	consider why people vote.	
	electoral pathologies,	There may be reasonably	
	particularly the concept of	sound analysis of	
	apathy. They will have	improved/novel methods	
	reliable knowledge and	of voting in terms of	
	understanding of a good	various electronic means	
	range of possible causes of	and/or fundamental reform	
	electoral apathy.	of the system.	
	Candidates will display	A reasonably wide range	
	reasonably detailed	of alternative forms of	
	knowledge and	participation will be	
	understanding of possible	identified, including	
	ways of raising turnout	various forms of direct	
		action, lobbying,	
	l		

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



	Knowledge and	Skills	Communication
	Understanding	4.02	4.02
O	A01	A02	AO3
Question B2 (contd.)	Level 3	Level 3	
(conta.)	(contd.) much of the specification	(contd.) some comparisons. There	
	to illustrate arguments,	is sound evaluation of	
	including developments in	political institutions,	
	Wales, Scotland and	processes, behaviour,	
	Northern Ireland. They	arguments and	
	will have at their disposal	explanations.	
	basic knowledge and	The conclusion will	
	understanding of	generally derive from the	
	comparative examples	foregoing discussion and	
	from other systems, such	will aim to present a thesis	
	as the USA and EU.	on what falling electoral	
	They will produce answers	turnouts tell us about	
	that address the	modern democratic	
	requirements of the	government and politics.	
	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.		
	Level 2	Level 2	Level 2
	(5–8 marks)	(5–8 marks)	(3–4 marks)
	Candidates demonstrate an	Candidates will not show	Candidates use adequate
	outline knowledge and	clear recognition that the	English grammar with
	understanding of the	essential analysis should	reasonable style. They
	concepts of electoral	centre on the debate about	communicate answers and
	turnout and modern	falling electoral turnouts	conclusions adequately
	democratic government.	as an indication of the	with straightforward
	They will show limited	state of participation in	narrative and/or
	knowledge and	representative democracy	explanation. A conclusion
	understanding of the	today.	may be offered but its
	centrality of elections in	They use a limited range	relationship to the
	modern political systems		preceding discussion may

	Knowledge and	Skills	Communication
	Understanding	2-1-1-2	C 0 22222 W 222 0 W 2 C 2
	AO1	AO2	AO3
Question B2	Level 2	Level 2	Level 2
(contd.)	(contd.)	(contd.)	(contd.)
,	of representative	of concepts and theories	be modest or implicit.
	government. They	and a restricted political	Answers are likely to be
	demonstrate some	vocabulary, to analyse and	loosely structured.
	inaccurate knowledge and	synthesise information.	•
	understanding of the way	They will show weak	
	elections operate at all	understanding of theories.	
	levels.	Candidates' analysis will	
	They will show only slight	make little analysis of the	
	knowledge and	state of electoral turnouts.	
	understanding of falling	There will be few	
	turnouts at various levels	examples to verify the	
	of government and will	points made from	
	not cover the whole gamut	elections. There will be	
	of Westminster, the US	little reference to	
	Congress, local	assemblies beyond	
	government, and the	Westminster.	
	Scottish, Welsh and	Candidates will develop a	
	Northern Ireland	weakly based discussion	
	assemblies.	and analysis of the concept	
	They will not fully	of apathy, with little	
	recognise electoral turnout	detailed examination of its	
	as an indicator of the state	possible causes. There	
	of health of a	will be a limited analysis	
	representative democracy.	of voting behaviour and	
	They will have some	little, if anything, on	
	degree of knowledge and	improved/novel methods of voting.	
	understanding of various electoral pathologies,	Some alternative forms of	
	particularly the concept of	participation will be	
	apathy. They will lack	identified but the list will	
	reliable knowledge and	not be long. The question	
	understanding of possible	of whether these are an	
	causes of electoral apathy.	effective substitute for	
	Candidates will not	voting will not be	
	display much significant	thoroughly explored.	
	knowledge and	There will be some limited	
	understanding of possible	evaluation of political	
	ways of raising turnout	institutions, processes,	
	and will not subject these	behaviour, arguments and	
	to any serious evaluation.	explanations. Ability to	
	There may be some	draw parallels and make	
	passing reference to	comparisons will be	
	systems of PR and the	limited.	
	possible impact of their	They will not touch on	
	introduction.	theories or models, or may	
	<u> </u>		



	Knowledge and	Skills	Communication
	Understanding	AO2	A 02
Question B2	AO1 Level 2	Level 2	AO3
(contd.)	(contd.)	(contd.)	
(contact)	Candidates will show	show misunderstanding of	
	limited awareness of a few	these. They will begin to	
	forms of participation	construct arguments and	
	beyond the ballot box,	explanations but will not	
	drawing examples from	take them far. Candidates	
	party membership,	offer limited analyses that	
	forming a party, voting,	show insufficient	
	standing at election for	awareness of differing	
	national assembly or local	viewpoints. There is only	
	council, serving on NHS	a limited recognition of	
	trusts, as school governors, on regional councils.	parallels, causal relationships and	
	They will show some	connections, together with	
	limited knowledge and	few comparisons. There is	
	understanding of a	a simplistic attempt at	
	relatively narrow range of	evaluation.	
	informal means of	The conclusion will not	
	participation but will not	clearly derive from the	
	cover the full range of	foregoing discussion and	
	possibilities.	will not obviously present	
	They will have limited	a thesis on what falling	
	knowledge and	electoral turnouts tell us	
	understanding of relevant	about modern democratic	
	examples, drawing from only part of the	government and politics.	
	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.		
	Level 1	Level 1	Level 1
	(1–4 marks)	(1–4 marks)	(1–2 marks)
	Candidates demonstrate a	Candidates use a very	Candidates use poor
	slight and incomplete	limited range of concepts	English grammar with little
	knowledge of the key	and theories, and little	style. Answers will rely on
	terms.	political vocabulary, to	narrative that is not fully
	They show very limited knowledge and	analyse and synthesise	coherent. Conclusions will frequently not be
	understanding of elections	information. They will show no understanding of	adequately related to the
	andersunding of elections	show no understanding of	adequatery related to the

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

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Section C	Political Culture		
Question C1 40 marks	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.	
	Level 4 (13–16 marks) 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	Level 4 (13–16 marks) 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	Level 4 (7–8 marks) 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.

	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question C1	Level 4	Level 4	
(contd.)	(contd.)	(contd.)	
	how different ideologies	beliefs and attitudes in a	
	sustain different types of	political system.	
	political culture (e.g.	They will	
	liberalism as a more	comprehensively identify	
	assertive culture;	causal links between	
	conservatism a deferential	beliefs and attitudes within	
	one).	society and a wide variety	
	In addition, they will have	of political processes,	
	detailed knowledge and	policies and institutions	
	understanding of social	studied throughout the entire range of the	
	factors, such as sexism,	<u> </u>	
	racism, xenophobia and geographical divide. They	specification. They will recognise parallels and	
	will also demonstrate well-	other links between	
	developed and	systems and subsystems	
	comprehensive knowledge	studied throughout the	
	and understanding of	range of the specification.	
	concepts such as ideology,	They will identify	
	citizenship, deference,	paradoxes and anomalies	
	homogeneity and	in governmental attitudes	
	consensus. They will	towards society and note	
	show sophisticated	the extent to which	
	knowledge and	practice departs from	
	understanding of various	rhetoric.	
	elements of political	They will select well-	
	culture, such as attitudes	chosen examples from the	
	towards power, authority,	entire range of the	
	class and social	specification and from	
	stratification, gender and	current events and issues,	
	race. They will	to illustrate arguments.	
	demonstrate detailed	They will discuss with	
	knowledge and	authority factors such as	
	understanding of how such	voting behaviour and the	
	factors influence politics	effect of the media on	
	and government by	attitudes and beliefs. They	
	affecting aspects such as patterns of political	will examine how beliefs and attitudes shape the	
	recruitment to institutions	governmental systems and	
	and political structures.	also how governments try	
	They will also demonstrate	to shape those beliefs and	
	clear understanding of key	attitudes. They will also	
	attitudes, such as the	examine claims by	
	willingness of people to	politicians of left and right	
	accept the actions and	about political culture.	
	policies of their	They will examine the	
	governments. They will	ideological dimension,	
	also have extensive	skilfully noting the links	
	knowledge of the extent to		
		skinding nothing the links	



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

	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question C1	Level 4		
(contd.)	(contd.)		
	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.		
	Level 3	Level 3	Level 3
	(9–12 marks)	(9–12 marks)	(5–6 marks)
	Candidates demonstrate	Candidates will recognise	Candidates use correct
	sound and reliable	that the essence of the	English grammar with good
	knowledge of the concept	question concerns the	style. Candidates
	of political culture. They	basic relationship between	communicate explanations
	will have accurate	a political system and the	and conclusions well within
	knowledge of various	political culture of a	a structured argument and
	types of political culture,	country.	produce answers with a
	such as traditional, secular,	They will apply a wide	conclusion linked to the
	participant, subject,	range of developed	preceding discussion.
	parochial and civic. They	concepts and theories	
	will also have sound	relating to political	
	understanding of the	culture, using sound	
	ideological dimension of		

	Knowledge and	Skills	Communication
	Understanding AO1	AO2	AO3
Question C1	Level 3	Level 3	1100
(contd.)	(contd.)	(contd.)	
,	political culture, noting	political vocabulary, to	
	how different ideologies	analyse and synthesise	
	sustain different types of	information on beliefs and	
	political culture (e.g.	attitudes in a political	
	liberalism as a more	system.	
	assertive culture;	They will examine the	
	conservatism a deferential	ideological dimension,	
	one).	making a sound analysis	
	They will have sound	of the links between the	
	knowledge of social	dominant ideology and the	
	factors, such as sexism,	nature of the political	
	racism, xenophobia and	culture. They will identify	
	geographical divide. They	causal links between	
	will also demonstrate well-	beliefs and attitudes within	
	developed knowledge of	society and a wide variety	
	concepts such as ideology,	of political processes and institutions studied	
	citizenship, deference,		
	homogeneity and consensus.	throughout the entire range of the specification. They	
	They will show sound	will recognise some	
	knowledge of various	parallels and other links	
	elements of political	between systems and	
	culture, such as attitudes	subsystems studied from	
	towards power, authority,	within the range of the	
	class and social	specification. They will	
	stratification, gender and	make some comparative	
	race. They will	analysis.	
	demonstrate knowledge	They will make some	
	and understanding of how	attempt to identify	
	such factors influence	paradoxes and anomalies	
	politics and government	in governmental attitudes	
	by affecting aspects such	towards society and note	
	as patterns of political	the extent to which	
	recruitment to institutions	practice departs from	
	and political structures.	rhetoric. They will select	
	They will also demonstrate	examples from parts of the	
	sound knowledge and	specification to illustrate	
	understanding of key	arguments and will	
	attitudes, such as the	examine the claims by	
	willingness of people to	politicians of left and right	
	accept the actions of their	about political culture.	
	government, the extent	They will discuss factors	
	they feel they can	such as voting behaviour	
	influence their	and the effect of the media	
	government, trust their	on attitudes and beliefs.	
	government, safely forgo civil liberties, obey the law	They will examine how beliefs and attitudes shape	
	orvii moercies, obey the law	concis and autitudes snape	

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



	nowledge and	Skills	Communication
U	nderstanding	4.02	4.02
I aval 2	AO1	AO2	AO3
monarc electora bureauc devolut They w with a c address requirer question demons context They pr include effectiv explana clear ev	ntions, the hy, assemblies, al systems, public cracies and levels of ion. ill produce answers clear attempt at ing the ments of the		
illustrat Level 2 (5–8 maxis Candidate fairly response of the conculture. In the conculture of the co	e points made.	Level 2 (5–8 marks) 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	Level 2 (3–4 marks) 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.

	Knowledge and	Skills	Communication
	Understanding	1.00	
	A01	AO2	AO3
Question C1	Level 2	Level 2	
(contd.)	(contd.)	(contd.)	
	class, elitism and	part of the specification.	
	egalitarianism, and will	They will recognise some	
	display only limited	parallels and other links	
	knowledge of the position	between systems and	
	of parties and governments	subsystems studied from	
	towards society. They will	within the range of the	
	demonstrate only limited	specification. They will	
	knowledge and	make no attempt to	
	understanding of factors	identify paradoxes and	
	that shape popular	anomalies in governmental	
	attitudes.	attitudes towards society.	
	They will produce answers	They will select a limited number of (not always	
	with a limited attempt at	well chosen) examples	
	addressing the requirements of the	from parts of the	
	question. They may	specification to illustrate	
	demonstrate contextual	arguments. They will not	
	awareness covering part of	examine the claims by	
	the question.	politicians of left and right	
	They will have limited	about the nature of	
	knowledge and	political culture.	
	understanding of	They will briefly discuss	
	institutions that both	factors such as voting	
	define and shape political	behaviour, and the effect	
	culture, such as	of the media on attitudes	
	constitutions, the	and beliefs. They will	
	monarchy, assemblies,	examine how beliefs and	
	electoral systems, public	attitudes shape	
	bureaucracies and levels of	governmental systems but	
	devolution.	will not consider how	
	They produce answers that	governments try to shape	
	include a partial but	those beliefs and attitudes.	
	reasonably effective	They will not make	
	attempt at interpretation or	comparative analysis.	
	explanation, with some not	Candidates offer limited	
	very detailed examples to	analyses that show some	
	illustrate points.	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	



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question C1 (contd.)	AOI	Level 2 (contd.) 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	AOS
		culture of a country	
	Level 1 (1–4 marks) 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.	Level 1 (1–4 marks) 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.	Level 1 (1–2 marks) 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.

	Knowledge and	Skills	Communication
	Understanding	4.02	4.02
O	AO1	AO2 As with the knowledge	AO3
Question C2 40 marks	In this synoptic question there are no limits to the	and understanding	
40 mai Ks	areas of knowledge that a	category, the synoptic	
	candidate may feel able	nature of the essays leaves	
	bring to the discussion.	open a wide range of	
	Hence, any specification	approaches to analysis and	
	of knowledge and	the following skills	
	understanding	specification is indicative	
	requirements can only be	rather than definitive. As	
	indicative. Candidates are	in many political issues,	
	not expected to include all	there is no right or wrong	
	the material indicated	answer to this question.	
	below. On the other hand,	Candidates may support	
	they may successfully include material not	the statement, reject it, or sit on the fence. Answers	
	indicated here.	are not to be judged	
	marcated here.	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.	
	Level 4	Level 4	Level 4
	(13–16 marks)	(13–16 marks)	(7–8 marks)
	Candidates demonstrate a	Candidates will clearly	Candidates use correct
	comprehensive knowledge	recognise that the central	English grammar with
	and understanding of key	issue in the question	excellent style. They
	central concepts, such as	relates to the extent that	communicate arguments,
	race and ethnicity. They	race and ethnic mix form a	explanations and
	will also demonstrate	significant part of political	conclusions with clarity and
	sophisticated knowledge	culture. They confidently	produce answers with a clear sense of direction and
	and understanding of the concept of racism as a key	apply a wide range of fully developed concepts and	strong structure,
	feature of modern political	theories relating to the	culminating in a conclusion
	cultures.	concept of race as a	that clearly flows from the
	They will show advanced	component of political	preceding discussion.
	knowledge and	culture. They will use	
	understanding of those	sophisticated political	
	features of society and	vocabulary to analyse and	
	political culture that	synthesise political	
		information and construct	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question C2	Level 4	Level 4	
(contd.)	(contd.)	(contd.)	
	indicate the presence or	cogent arguments and	
	absence of racism. They	explanations.	
	will demonstrate a	They will identify a	
	sophisticated knowledge	comprehensive set of	
	and understanding of the	variables relating to race	
	changes that have taken	and ethnicity in society	
	place in the post-war era in	drawn widely from the	
	British politics and in	relevant parts of the	
	other systems, particularly	specification and from	
	the USA and EU.	current political debates,	
	They will also be fully	as set out in AO1. They	
	conversant with the shift	will skilfully analyse these	
	in the ideological centre of	and demonstrate an ability	
	politics and the	to evaluate the extent to	
	widespread embrace of	which change may be	
	neo-liberalism and	taking place.	
	individualism. They will	They will produce	
	have advanced knowledge	sophisticated analyses of	
	and understanding of	voting patterns and the	
	cultural factors that can	electoral implications of	
	relate to the race issue,	race. They will also fully and confidently examine	
	such as the changing role and power of women in	measures to preserve	
	society, movement in the	stability within the	
	class structure, the rise of	political culture, such as	
	an underclass, changing	police reforms, measures	
	degrees of respect for	towards integration,	
	institutions and so on.	acceptance of a neo-liberal	
	They will have	ideology, equal	
	sophisticated and well-	opportunities legislation,	
	developed knowledge and	devolution measures and	
	understanding of the	the Northern Ireland peace	
	moderate consensus on	process. They may make	
	minorities and	sophisticated comparisons	
	immigration that existed	with developments in	
	up to the 1960s. They will	other system, such as the	
	skilfully identify such	USA and EU.	
	features as changing	They will fully examine	
	attitudes to race from the	shifts in the ideological	
	1960s, voting patterns,	centre of politics and the	
	race riots, attitudes to the	widespread embrace of	
	police, a more aggressive	neo-liberalism and	
	style of policing, media	individualism. They	
	treatment of racial issues,	skilfully identify other	
	a more aggressive tabloid	cultural factors relating to	
	press, increased	race issues, and will	
	politicisation of ethnic	skilfully analyse those	
	minorities, more assertive		

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

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

	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question C2	Level 4	Level 4	
(contd.)	(contd.)	(contd.)	
	position of members of	to use these in	
	ethnic minorities in	constructing arguments	
	important positions within	and discussions that cover	
	the state machinery, such	the subject in the broadest	
	as the civil service, the	sense. Their conclusions	
	judiciary and various	will clearly bring the	
	quangos. They will have	discussion clearly back to	
	detailed knowledge and	the central proposition that	
	understanding of the	race is becoming an	
	problem of racism in the	increasingly significant	
	police service. This will	element in modern	
	be complemented with	political culture.	
	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.		
	Level 3	Level 3	Level 3
	(9–12 marks)	(9–12 marks)	(5–6 marks)
	Candidates demonstrate	Candidates will generally	Candidates use correct
	sound knowledge and	recognise that the central	English grammar with good
	understanding of key	issue in the question	style. Candidates
	central concepts, such as	relates to the extent that	communicate explanations
	race and ethnicity. They	race and ethnic mix form a	and conclusions well within
	will also demonstrate	significant part of political	a structured argument and
	reliable knowledge and	culture. They soundly	produce answers with a
	understanding of the	apply a wide range of	conclusion linked to the
	concept of racism as a key	well-developed concepts	preceding discussion.
	feature of modern political cultures.	and theories relating to the	
	They will show secure and	concept of race as a component of political	
	accurate knowledge and	culture. They will use	
	accurate knowledge and	accurate political	
		accurate pointear	

	Knowledge and	Skills	Communication
	Understanding AO1	AO2	AO3
Question C2	Level 3	Level 3	AOS
(contd.)	(contd.)	(contd.)	
(contai)	understanding of those	vocabulary to analyse and	
	features of society and	synthesise political	
	political culture that	information and construct	
	indicate the presence or	sound arguments and	
	absence of racism. They	explanations.	
	will demonstrate a reliable	They will identify a well-	
	knowledge and	chosen set of variables	
	understanding of the	relating to race and	
	changes that have taken	ethnicity in society drawn	
	place in the post-war era in	reasonably widely from	
	British politics and in	the relevant parts of the	
	other systems, particularly	specification and from	
	the USA and EU.	current political debates,	
	They will also be	as set out in AO1. They	
	moderately conversant	will soundly analyse some	
	with the shift in the	of these and demonstrate	
	ideological centre of	some ability to evaluate	
	politics and the	the extent to which change	
	widespread embrace of	may be taking place.	
	neo-liberalism and	They will also produce	
	individualism. They will	sound analyses of voting	
	have sound knowledge and	patterns and the electoral implications of race. They	
	understanding of cultural factors that can relate to	will also examine some of	
	the race issue, such as the	the measures to preserve	
	changing role and power	stability within the	
	of women in society,	political culture, such as	
	movement in the class	police reforms, measures	
	structure, the rise of an	towards integration,	
	underclass, changing	acceptance of a neo-liberal	
	degrees of respect for	ideology, equal	
	institutions and so on.	opportunities legislation,	
	They will have reasonably	devolution measures and	
	well-developed knowledge	the Northern Ireland peace	
	and understanding of the	process. They may make	
	moderate consensus on	reliable comparisons with	
	minorities and	developments in other	
	immigration that existed	system, such as the USA	
	up to the 1960s. They will	and EU.	
	identify such features as	They will touch upon	
	changing attitudes to race	shifts in the ideological	
	from the 1960s, voting	centre of politics and the	
	patterns, race riots,	widespread embrace of	
	attitudes to the police, a	neo-liberalism and	
	more aggressive style of	individualism. They may	
	policing, media treatment	identify other cultural	
	of racial issues, a more	factors relating to race	
	aggressive tabloid press,	issues, as set out in AO1,	
	increased politicisation of		

	Knowledge and	Skills	Communication
	Understanding	S-12-12	0 0 222 222 22 22 22 22 22 22 22 22 22 2
	AO1	AO2	AO3
Question C2	Level 3	Level 3	
(contd.)	(contd.)	(contd.)	
,	ethnic minorities, more	and will analyse some of	
	assertive attitudes from	the features of society and	
	ethnic minorities. In	political culture that	
	addition, they may note	indicate the presence or	
	geographical cleavage, a	absence of racism.	
	reassertion of nationhood	They will identify and	
	from the Celtic fringe and	discuss with a degree of	
	the significance of the new	authority the moderate	
	devolved institutions.	consensus on minorities	
	They will have a	and immigration that	
	moderately good store of	existed up to the 1960s.	
	knowledge and	They will touch upon such	
	understanding of fairly	features as changing	
	apposite examples to	attitudes to race issues	
	illustrate arguments, such	from the 1960s, voting	
	as the murder of Stephen	patterns, race riots,	
	Lawrence and the	attitudes to the police, a	
	aftermath of the events of	more aggressive style of	
	11 September 2001.	policing, media treatment	
	They will have clear and	of racial issues, a more	
	sound knowledge and	aggressive tabloid press,	
	understanding of the	increased politicisation of	
	positions of the parties on	ethnic minorities, more	
	racial issues. They will	assertive attitudes from	
	have reliable knowledge	ethnic minorities. In	
	and understanding of	addition, they may	
	major watersheds with	examine geographical	
	respect to racial issues, such as Enoch Powell's	cleavage, a reassertion of	
		nationhood from the Celtic	
	'rivers of blood' speech in	fringe and the significance	
	1968, the 'swamping'	of the new devolved institutions.	
	remark of Thatcher, the 'Britain will become a	They will identify and	
	foreign land' comment of	analyse a reasonably wide	
	Hague and the	range relevant	
	appointment of Paul	contemporary issues, as	
	Boateng as first black	set out in AO1, illustrating	
	cabinet minister. They	their arguments with well-	
	will have some knowledge	chosen examples.	
	and understanding of the	They will also produce	
	place and significance of	sound discussions on the	
	racist parties, such as the	positions of the parties on	
	National Front and BNP in	racial issues, detailing	
	British politics.	some of the major	
	Candidates will have	watersheds listed in AO1.	
	useful knowledge and		

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question C2	Level 3	Level 3	1100
(contd.)	(contd.)	(contd.)	
	understanding of relevant	They will also include a	
	contemporary issues, such	sound examination of the	
	as immigration, illegal	place and significance of	
	immigration, asylum	racist parties in British	
	seeking and inner-city	politics. They may	
	racial violence, the	evaluate popular opinion	
	increasing birth rate	and the findings of opinion	
	amongst ethnic minorities,	polls and examine public	
	the fragmentation of	perceptions of the	
	communities along ethnic	positions of the parties.	
	lines, racially motivated football hooliganism,	They will produce a moderately well-informed	
	violence in society,	account of the political	
	demands for and	involvement of members	
	achievement of devolution	of ethnic minorities and	
	from the Celtic fringe,	their representation in the	
	violence in Northern	machinery of state. In	
	Ireland.	addition, candidates will	
	They will also have sound	discuss the concept of	
	knowledge and	institutional racism,	
	understanding of popular	including the problem of	
	opinion and the findings of	racism in the police	
	opinion polls. They will	service. They will also	
	have clear and developed	examine government	
	knowledge and	policies such as	
	understanding of public	immigration controls and	
	perceptions of the	race relations legislation.	
	positions of the parties.	Candidates' analyses will	
	They will be reasonably well informed on the	include some comparative appreciation of the	
	political involvement of	situation in other systems,	
	ethnic minorities,	including the USA and	
	including number of MPs,	EU.	
	ministers, local	Candidates will provide	
	councillors. They will	reasonably logical	
	also have sound	analyses showing some	
	knowledge and	awareness of differing	
	understanding of the	viewpoints and a sound	
	electoral implications of	recognition of issues.	
	race, including choice of	There is a clear attempt at	
	candidates, willingness to	evaluation of arguments	
	vote for ethnic minority	and explanations.	
	candidates and the effect	Candidates make a good	
	and potential of a 'black vote'.	effort to draw parallels,	
	In addition, candidates	identify connections and make comparisons across	
	will have secure and	a reasonable range of the	
	reasonably accurate	specification, and to use	
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	Knowledge and	Skills	Communication
	Understanding		
0 1 00	A01	AO2	AO3
Question C2	Level 3	Level 3	
(contd.)	(contd.)	(contd.)	
	knowledge and	these in constructing	
	understanding of the	arguments and discussions	
	concept of institutional	that cover the subject. Their conclusions will	
	racism. They will also have sound knowledge and	bring the discussion back	
	understanding of the	to the central proposition	
	position of members of	that race is becoming an	
	ethnic minorities in	increasingly significant	
	important positions within	element in modern	
	the state machinery, such	political culture.	
	as the civil service, the	political calcare.	
	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.		
	Level 2	Level 2	Level 2
	(5–8 marks)	(5–8 marks)	(3–4 marks)
	Candidates demonstrate	Candidates will not clearly	Candidates use adequate
	outline knowledge and	recognise that the central	English grammar with
	understanding of the	issue in the question	reasonable style. They
	central concepts, such as	relates to the extent that	communicate answers and
	race and ethnicity. They	race and ethnic mix form a	conclusions adequately
	will also demonstrate	significant part of political	with straightforward
	some understanding and	culture. They apply a	narrative and/or

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

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

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question C2	Level 2	Level 2	
Question C2 (contd.)	Level 2 (contd.) 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	Level 2 (contd.) 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.	
	very detailed examples to illustrate points. Level 1 (1–4 marks) 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.	Level 1 (1–4 marks) 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.	Level 1 (1–2 marks) 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.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question C2	Level 1		
(contd.)	(contd.) 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.		

	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Section D	Continuity and Change		
Question D1	In this synoptic question	As with the knowledge	
40 marks	there are no limits to the	and understanding	
	areas of knowledge that a	category, the synoptic	
	candidate may feel able	nature of the essays leaves	
	bring to the discussion.	open a wide range of	
	Hence, any specification	approaches to analysis and	
	of knowledge and	the following skills	
	understanding	specification is indicative	
	requirements can only be	rather than definitive. As	
	indicative. Candidates are	in many political issues,	
	not expected to include all	there is no right or wrong	
	the material indicated	answer to this question.	
	below. On the other hand	Candidates may support	
	they may successfully	the statement, reject it, or	
	include material not	sit on the fence. Answers	
	indicated here.	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	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Section D	Continuity and Change		
	Level 4	Level 4	Level 4
	(13–16 marks)	(13–16 marks)	(7–8 marks)
	Candidates demonstrate	Candidates clearly	Candidates use correct
	comprehensive knowledge	recognise that the essential	English grammar with
	and understanding of key	analysis should centre on	excellent style. They
	relevant concepts such as	the balance between	communicate arguments,
	change, continuity,	change and continuity in	explanations and
	evolutionary change and	most political	conclusions with clarity and
	revolutionary change.	developments. Whether	produce answers with a
	They also demonstrate	they accept or challenge	clear sense of direction and
	advanced knowledge and	the proposition in the	strong structure,
	understanding of a range	question, they will	culminating in a conclusion
	of institutions and political	confidently apply a wide	that flows from the
	structures where change	range of fully developed	discussion.
	(evolutionary or	concepts and theories,	
	revolutionary) and	using detailed political	
	continuity may be	vocabulary, to analyse and	
	observed, such as	synthesise and to construct	
	constitutions,	cogent and coherent	
	assemblies(national,	arguments and	
	provincial and regional),	explanations. They will	
	electoral systems,	clearly define central	
	bureaucracies at various	concepts such as change,	
	levels, local government	continuity, evolutionary	
	systems, executives and	change and revolutionary	
	judiciaries.	change.	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Section D1	Level 4	Level 4	
(contd.)	(contd.)	(contd.)	
	They also demonstrate	They will offer a	
	advanced knowledge and	sophisticated account of	
	understanding of the range	development and change	
	of policy areas where	in a good range of	
	change (evolutionary or	institutions skilfully	
	revolutionary) and	chosen as examples.	
	continuity may be	They will perceptively	
	observed, such as foreign	analyse the pressures for	
	policy, education, health,	reform from various	
	home affairs, defence,	sources, such as those	
	economic management	outlined in AO1. In	
	and social security.	addition, they will	
	They will have	recognise the way in	
	sophisticated knowledge	which institutions and	
	and understanding of the	structures have shown a	
	pressures for change	capacity to resist change,	
	within institutions, such as	with highly pertinent	
	modernisation pledges, manifesto commitments,	examples to substantiate their discussion. They will	
	reformist politicians and	recognise that continuity	
	bureaucrats, public	amidst political turbulence	
	demands, public	is often taken as a	
	dissatisfaction, ideological	desirable quality.	
	movements, etc.	They will skilfully identify	
	In addition, candidates	the ways in which	
	will have detailed	institutions and structures	
	knowledge and	influence, and are	
	understanding of the	influenced by, various	
	pressures for change from	other parts of the political	
	the informal patterns of	system, as studied from a	
	politics, such as pressure	good range of the	
	group activity, patterns of	specification.	
	consultation, relations	They may use advanced	
	between politicians and	comparative analysis,	
	officials, ways of	making reference to levels	
	informing the public,	of government, the EU, or	
	conventions within the	the USA.	
	constitution.	Candidates' analyses	
	They will have detailed	display a sophisticated	
	knowledge and	awareness of differing	
	understanding of changes	viewpoints and a clear	
	that have been proposed,	recognition of issues.	
	have taken place and have	There is a clear and full	
	been resisted. These will	evaluation of political	
	be clearly illustrated with	institutions, processes,	
	excellent and apposite	behaviour, arguments and	
	examples. They will also		
	I.	l	

Knowledge and	Skills	Communication
Understanding		
AO1	AO2	AO3
Level 4	Level 4	
(contd.)	(contd.)	
understand how and why	explanations.	
changes have been	Candidates demonstrate a	
implemented or resisted.	developed ability to draw	
They will have detailed	parallels and make	
and accurate knowledge	comparisons across the	
and understanding of the	whole range of parts of the	
ideological dimension to	specification studied and	
the question, making	to use these in	
particular reference to the	constructing arguments	
C	and discussions that cover	
	the subject in the broadest	
_	sense.	
They may also show		
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1	revolutionary.	
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	AO1 Level 4 (contd.) 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.	Level 4 (contd.) 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. Marx) or evolutionary 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 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

	Knowledge and	Skills	Communication
	Understanding	1.00	100
	A01	AO2	AO3
Question D1	Level 4		
(contd.)	(contd.)		
	as the USA and EU.		
	They will produce answers that fully address the		
	1		
	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.		
	Level 3	Level 3	Level 3
	(9–12 marks)	(9–12 marks)	(5–6 marks)
	Candidates demonstrate	Candidates generally	Candidates use correct
	sound knowledge and	recognise that the essential	English grammar with good
	understanding of key	analysis should centre on	style. They communicate
	relevant concepts such as	the balance between	explanations and
	change, continuity,	change and continuity in	conclusions well within a
	evolutionary change and	most political	structured argument and
	revolutionary change.	developments. Whether	produce answers with a
	They also demonstrate	they accept or challenge	conclusion clearly linked to
	reliable knowledge and	the proposition in the	the preceding discussion.
	understanding of a range	question, they will apply a	
	of institutions and political	fairly wide range of well-	
	structures where change (evolutionary or	developed concepts and theories, using political	
	revolutionary) and	vocabulary, to analyse and	
	continuity may be	synthesise, and to	
	observed, such as	construct reasonably	
	constitutions, assemblies	cogent and coherent	
	(national, provincial and	arguments and	
	regional), electoral	explanations. They will	
	systems, bureaucracies at	offer good definitions of	
	various levels, local	central concepts such as	
	government systems,	change, continuity,	
	executives and judiciaries.	evolutionary change and	
	They have a good basic	revolutionary change.	
	knowledge and	They will offer a sound	
	understanding of the range	account of development	
	of policy areas where	and change in a wide	
		range of institutions well	

	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question D1	Level 3	Level 3	
(contd.)	(contd.)	(contd.)	
	change (evolutionary or	chosen as examples.	
	revolutionary) and	They will analyse the	
	continuity may be	pressures for reform from	
	observed, such as foreign	various sources, such as	
	policy, education, health,	those outlined in AO1. In	
	home affairs, defence,	addition, they will show	
	economic management	some recognition of the	
	and social security.	way in which institutions	
	They will have sound	and structures have shown	
	knowledge and	a capacity to resist change, using well-chosen	
	understanding of the pressures for change	examples to substantiate	
	within institutions, such as	their discussion. They	
	modernisation pledges,	may recognise that	
	manifesto commitments,	continuity amidst political	
	reformist politicians and	turbulence is often taken	
	bureaucrats, public	as a desirable quality.	
	demands, public	They will soundly identify	
	dissatisfaction, ideological	the ways in which	
	movements, etc.	institutions and structures	
	In addition, candidates	influence, and are	
	will have fairly detailed	influenced by, various	
	knowledge and	other parts of the political	
	understanding of the	system, as studied from	
	pressures for change from	the range of the	
	the informal patterns of	specification.	
	politics such as pressure	They may present some	
	group activity, patterns of	reasonably competent	
	consultation, relations	comparative analysis,	
	between politicians and	making reference to levels	
	officials, ways of	of government, the EU, or	
	informing the public,	the USA.	
	conventions within the	Candidates' analyses	
	constitution.	display a reliable	
	They will have reasonable	awareness of differing	
	knowledge and	viewpoints and a	
	understanding of changes	recognition of issues.	
	that have been proposed,	There is a sound	
	have taken place and have	evaluation of political	
	been resisted. These will	institutions, processes,	
	be illustrated with well-	behaviour, arguments and	
	chosen examples. They	explanations. Candidates	
	will also understand how	demonstrate an ability to	
	and why changes have	draw parallels and make comparisons across much	
	been implemented or resisted.	of the specification studied	
	resisted.	or the specification studied	

	Knowledge and	Skills	Communication
		AO2	AO3
Ouestion D1		AUZ	AOS
Question D1 (contd.)	Knowledge and Understanding AO1 Level 3 (contd.) 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. Level 2 (5–8 marks) Candidates demonstrate an outline knowledge and understanding of key relevant concepts such as change, continuity, evolutionary change and revolutionary change and revolutionary change for institutions and political structures where change (evolutionary) and continuity may be observed. They also have limited knowledge and understanding of the range of policy areas where change (evolutionary) and continuity may be observed. They reveal restricted knowledge and understanding of the pressures for change	AO2 Level 2 (5–8 marks) 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	Communication AO3 Level 2 (3–4 marks) 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.
	They reveal restricted knowledge and understanding of the pressures for change	structures are not convincing. They will not offer sound accounts of developments in the	
	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	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	
	and have been resisted. These will be illustrated by only a few examples,	understanding of the way in which institutions and structures have shown a capacity to resist change,	

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

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question D1 (contd.)	Level 1 (1–4 marks) 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	Level 2 (contd.) on the original proposition that changes in government and politics are generally evolutionary. Level 1 (1–4 marks) 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	
	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.	superficial or naive. There will be very few relevant example used to illustrate the points made.	



	Knowledge and	Skills	Communication
	Understanding		
	AO1	AO2	AO3
Question D2	In this synoptic question	As with the knowledge	
40 marks	there are no limits to the	and understanding	
	areas of knowledge that a	category, the synoptic	
	candidate may feel able to	nature of the essays leaves	
	bring to the discussion.	open a wide range of	
	Hence, any specification	approaches to analysis and	
	of knowledge and	the following skills	
	understanding	specification is indicative	
	requirements can only be	rather than definitive. As	
	indicative. Candidates are	in many political issues,	
	not expected to include all	there is no right or wrong	
	the material indicated	answer to this question.	
	below. On the other hand	Candidates may support	
	they may successfully	the statement, reject it, or	
	include material not	sit on the fence. Answers	
	indicated here.	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.	

Contd. AO1 AO2 AO2	nication
Question D2 (contd.) Level 4 (13–16 marks) Level 4 (13–16 marks) Level 4 (7–8 marks) Candidates demonstrate comprehensive knowledge and understanding of key relevant concepts such as constitution, constitutional government, constitutional Candidates clearly recognise that the essential analysis required by this question relates to the role of constitutions in creating stable systems of English gramm excellent style. communicate a explanations are conclusions with conclusions with conclusions with constitutions.	12
(contd.) (13–16 marks) Candidates demonstrate comprehensive knowledge and understanding of key relevant concepts such as constitution, constitutional government, constitutional	
Candidates demonstrate comprehensive knowledge and understanding of key relevant concepts such as constitution, constitutional government, constitutional	
comprehensive knowledge and understanding of key relevant concepts such as constitution, constitutional government, constitutional	correct
and understanding of key relevant concepts such as constitution, constitutional government, constitutional	
relevant concepts such as constitution, constitutional government, constitutional government, constitutional government, constitutional government, constitutional stable systems of conclusions with the communicate and constitutions in creating government.	
constitution, constitutional government, constitutional stable systems of conclusions wi	•
government, constitutional stable systems of conclusions wi	•
L PARTITION RETORM CHANGE L GOVERNMENT AND THE L DROUBLE ANSWE	
and continuity. They also pressures within systems clear sense of c	
demonstrate advanced that arise from calls for strong structure	
knowledge and constitutional change. culminating in	*
understanding of various They will clearly that flows from	
types of constitution, recognise that discussion.	i tiic
particularly the distinction constitutions in their very	
between written and nature are concerned with	
unwritten. issues of change and	
Candidates will have continuity.	
sophisticated knowledge Candidates confidently	
and understanding of the apply a wide range of fully	
difference between the developed concepts and	
formal constitution and the theories relating to the	
'living constitution', as pattern of constitutional	
what actually happens in change and continuity	
government. They will within political systems,	
also have advanced and construct cogent and	



			Communication
	Understanding		
	AO1	AO2	AO3
Question D2	Level 4	Level 4	
(contd.)	(contd.)	(contd.)	
	knowledge and	coherent arguments and	
	understanding of various key constitutional	explanations. Candidates	
	provisions.	will skilfully define key relevant concepts such as	
	They will perceptively	constitution, constitutional	
	demonstrate knowledge	government, constitutional	
	and understanding of the	evolution, reform, change	
	nature of constitutional	and continuity. They will	
	government and the ways	analyse the sources of the	
	in which constitutions are	British constitution and	
	intended to limit the	give a sophisticated	
	actions of government (i.e.	treatment to the	
	prevent arbitrary rule) and	implications of the	
	protect the rights and	incorporation of the ECHR	
	freedoms of citizens. To	into British law.	
	this end they will have	They will skilfully analyse	
	advanced knowledge and	the nature of constitutions,	
	understanding of the rule	stressing that they are	
	of law, the separation of	made deliberately difficult	
	powers, the sovereignty of	to reform, often through	
	parliament, bills of rights,	the principle of	
	freedom of information	entrenchment. They will	
	acts, and so on. They will have well-	make a sophisticated and coherent distinction	
	developed knowledge and	between the formal	
	understanding of the role	constitution and the 'living	
	of the judiciary in	constitution'. They will	
	protecting the constitution,	argue with cogency that	
	and of the political role of	changes in the latter can	
	judges.	take place without any	
	They will clearly	formal process of	
	understand the nature of	amendment. They will	
	unconstitutional	also appreciate how	
	government and	constitutions can evolve	
	demonstrate their	organically, and will offer	
	understanding of the	well-chosen examples to	
	significance of important	show this in operation.	
	cases in which	They may choose various	
	governments have been	aspects of British	
	found to have acted	constitutional development	
	unconstitutionally.	(which, for example, still	
	They will have a	formally remains a	
	sophisticated grasp of the whole issue of	monarchy), and may make skilful use of material	
	constitutional reform,	from the extract.	
	showing high-level	Candidates offer a clear	
	Showing mgn-level	and coherent exposition of	
		the role and purpose of a	
		and fore and purpose of a	

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

	Knowledge and	Skills	Communication
	Understanding	4.02	102
O	A01	AO2	AO3
Question D2	Level 4	Level 4	
(contd.)	(contd.) their knowledge and	(contd.)	
	understanding of the	treatment to the principle of constitutional	
	ideological dimension and	entrenchment.	
	the liberal democratic	They will also analyse in	
	value of constitutional	detail the constitutional	
	government.	role of the judiciary and	
	They will produce answers	will explore in detail the	
	that fully address the	allegedly political role of	
	requirements of the	judges.	
	question and demonstrate	The conclusion will	
	excellent contextual	clearly derive from the	
	awareness. The answers	preceding discussion and	
	will include detailed and	will focus sharply on the	
	comprehensive	proposition that the nature	
	interpretations or	of the constitution is to	
	explanations and provide	inhibit reform. Candidates	
	accurate evidence and up-	provide analyses that	
	to-date examples, drawn	display a sophisticated	
	from the full range of the	awareness of differing	
	specification, to	viewpoints and a clear	
	substantiate and illustrate	recognition of issues.	
	points made.	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.	
	Level 3	Level 3	Level 3
	(9–12 marks)	(9–12 marks)	(5–6 marks)
	Candidates demonstrate	Candidates generally	Candidates use correct
	sound knowledge and	recognise that the essential	English grammar with good
	understanding of key	analysis required by this	style. They communicate
	relevant concepts such as	question relates to the role	explanations and
	constitution, constitutional	of constitutions in creating	conclusions well within a
	government, constitutional	stable systems of	structured argument and
	evolution, reform, change	government and the	produce answers with a
	and continuity. They also	pressures within systems	conclusion clearly linked to
	demonstrate their	that arise from calls for	the preceding discussion.
	l	<u> </u>	

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question D2	Level 3	Level 3	
(contd.)	(contd.)	(contd.)	
,	understanding of various	constitutional change.	
	types of constitution,	They will recognise that	
	particularly the distinction	constitutions in their very	
	between written and	nature are concerned with	
	unwritten.	issues of change and	
	Candidates will have	continuity.	
	reliable knowledge and	Candidates apply a wide	
	understanding of the	range of reasonably well-	
	difference between the	developed concepts and	
	formal constitution and the	theories relating to the	
	'living constitution', as	pattern of constitutional	
	what actually happens in	change and continuity	
	government. They will	within political systems,	
	also have sound	and construct sound	
	knowledge and	arguments and	
	understanding of various	explanations. Candidates	
	key constitutional	will define key relevant	
	provisions.	concepts such as	
	They will have sound	constitution, constitutional	
	basic knowledge and	government, constitutional	
	understanding of the	evolution, reform, change	
	nature of constitutional	and continuity. They will	
	government and of the	analyse the sources of the	
	ways in which	British constitution and	
	constitutions are intended	will give some	
	to limit the actions of	consideration to the	
	government (i.e. prevent	implications of the	
	arbitrary rule) and protect	incorporation of the ECHR	
	the rights and freedoms of	into British law.	
	citizens. To this end they	Candidates will analyse	
	will have sound and	the nature of constitutions,	
	reliable knowledge and	stressing that they are	
	understanding of the rule	made deliberately difficult	
	of law, the separation of	to reform, often through	
	powers, the sovereignty of	the principle of	
	parliament, bills of rights,	entrenchment. They will	
	freedom of information	make a distinction	
	acts, and so on.	between the formal	
	They will have sound	constitution and the 'living	
	knowledge and	constitution', argue that	
	understanding of the role	changes in the latter can	
	of the judiciary in	take place without any	
	protecting the constitution	formal process of	
	and of the political role of	amendment.	
	judges.	They will explain how	
	They will also understand	constitutions can evolve	
		organically, offering some	



	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question D2	Level 3	Level 3	2230
(contd.)	(contd.)	(contd.)	
	the nature of	examples to show this in	
	unconstitutional	operation. They may	
	government and show an	choose various aspects of	
	awareness of important	British constitutional	
	cases in which	development (which, for	
	governments have been	example, still formally	
	found to have acted	remains a monarchy). In	
	unconstitutionally.	this they may use material	
	Candidates will have a	from the extract.	
	good grasp of the issue of	Candidates will offer a	
	constitutional reform,	sound exposition of the	
	showing some reliable	role and purpose of a	
	knowledge and	constitution in a liberal	
	understanding of both	democracy, introducing an	
	historical (e.g. the	ideological dimension,	
	extension of the franchise)	including liberal ideas of	
	and contemporary (e.g. the	natural freedoms and	
	demands of Charter 88) movements for	limited government. They	
	constitutional reform.	will explain why a liberal democratic constitution	
	They will also have sound	aims to resist any arbitrary	
	knowledge and	changes on the part of a	
	understanding of how	government; that it is in its	
	constitutional reform may	nature an instrument of	
	be accomplished. They	stability and continuity.	
	will have a degree of	Candidates will reliably	
	knowledge and	explain the nature of	
	understanding of major	constitutional government,	
	constitutional changes,	identifying various key	
	such as amendment to the	constitutional provisions,	
	US constitution and UK	as listed in AO1.	
	devolution to Wales,	Candidates will contrast	
	Scotland and Northern	the nature of written and	
	Ireland or entry into the	unwritten constitutions	
	EU.	and evaluate their	
	They will also show sound	positions with respect to	
	knowledge and	constitutional reform.	
	understanding of the role	They will attempt to draw	
	of referendums in	the distinction between	
	constitutional change.	constitutions that are	
	They will some knowledge	flexible in the face of	
	and understanding of the	pressure for reform and	
	principle of constitutional	change, and those that are	
	entrenchment.	rigid, giving some	
	Candidates will also have	examples.	
	clear knowledge and	They will analyse how	
		constitutional reform may	

	Knowledge and	Skills	Communication
	Understanding	100	102
0 1 70	A01	AO2	AO3
Question D2	Level 3	Level 3	
(contd.)	(contd.) understanding of the	(contd.) be accomplished and	
	sources of the British	examine some major	
	constitution, including the	constitutional changes, as	
	implications of the	set out in AO1 and using a	
	incorporation of the ECHR	reasonable range of	
	into British law. They will	examples. They will also	
	also have a reasonable	give some consideration to	
	understanding of the way	the principle of	
	constitutions can grow and	constitutional	
	evolve organically.	entrenchment.	
	They will have some	They will briefly analyse	
	knowledge and	the constitutional role of	
	understanding of the	the judiciary and may	
	ideological dimension and	explore the allegedly	
	the liberal democratic	political role of judges.	
	value of constitutional	The conclusion will derive	
	government.	from the preceding	
	They will produce answers	discussion and will	
	that show a clear attempt	generally focus on the	
	to address the	proposition that the nature	
	requirements of the	of the constitution is to	
	question and demonstrate	inhibit reform. Candidates	
	sound contextual	provide analyses that	
	awareness. The answers	display an awareness of	
	will include developed and	differing viewpoints and a	
	effective interpretations or	recognition of issues.	
	explanations and provide	There is good evaluation of political institutions,	
	accurate evidence and up- to-date examples, drawn	processes, behaviour,	
	from a considerable part of		
	the specification, to	explanations. Candidates	
	substantiate and illustrate	demonstrate an ability to	
	points made.	draw parallels and make	
	points made.	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.	
	Level 2	Level 2	Level 2
	(5–8 marks)	(5–8 marks)	(3–4 marks)
	Candidates demonstrate an	Candidates do not clearly	Candidates use adequate
	outline knowledge and	recognise that the essential	English grammar with
	understanding of key	analysis required by this	reasonable style. They
	relevant concepts such as	question relates to the role	communicate answers and
	constitution, constitutional	of constitutions in	conclusions adequately

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

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



	Knowledge and	Skills	Communication
	Understanding AO1	AO2	AO3
Question D2	Level 2	Level 2	AOS
(contd.)	(contd.) They will have little	(contd.) differing viewpoints.	
	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	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.	
	attempt at interpretation or explanation, with some not very detailed examples, drawn from a narrow range of the specification, to illustrate points.		
	Level 1 (1–4 marks) Candidates demonstrate a	Level 1 (1–4 marks) Discussions will not be	Level 1 (1–2 marks) Candidates use poor
	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.	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.	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.