



# Mark Scheme (Results)

Summer 2019

Pearson Edexcel GCE  
In Government and Politics (6GP01)  
Paper 01

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications are awarded by Pearson, the UK's largest awarding body. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk). Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

## **Pearson: helping people progress, everywhere**

Pearson aspires to be the world's leading learning company. Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

Summer 2019

Publications Code 6GP01\_01\_1906\_MS

All the material in this publication is copyright

© Pearson Education Ltd 2019

## **General Marking Guidance**

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>No.1(a)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                    |
| Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge</i> ).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                    |
| <p>There are numerous reasons why people may choose to join a pressure group, some of which include:</p> <ul style="list-style-type: none"> <li>• To protect their work/economic interests – by joining a trade union or professional organisation.</li> <li>• To promote a particular interest which they support.</li> <li>• To warn others in society of the dangers/benefits of certain issues.</li> <li>• To form a collective group in order to achieve more together than as individuals.</li> <li>• To promote and share their particular beliefs.</li> <li>• It is a more preferable choice than joining a political party.</li> </ul> <p>Other reasons may be advanced.</p> |                                    |
| <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Knowledge and understanding</b> |
| <ul style="list-style-type: none"> <li>• <b>1 mark</b> for a particular reason which is accurately identified.</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed description which shows an expansive, comprehensive knowledge and understanding.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                           |                                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>No. 1(b)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | .                                  |
| <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Knowledge and understanding</b> |
| Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> ).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                    |
| <p>There are a variety of ways in which sectional pressure groups differ from promotional pressure groups, some of which include:</p> <ul style="list-style-type: none"> <li>• Sectional pressure groups are only open to certain sections of society – such as professions – whereas promotional groups have open membership- e.g. Trade Unions and Greenpeace</li> <li>• Sectional pressure groups have in the main a subjective and narrow interest whereas promotional groups are more altruistic and have wider aims – e.g. British Banking Association and Save the Children</li> <li>• Sectional groups have a greater tendency to be permanent whereas promotional groups can disband if their particular aims is achieved or fails e.g. NFU and the Snowdrop Campaign</li> <li>• Sectional groups which are established and permanent will often have a secure financial base alongside good access to government whereas promotional groups will have less secure funding and possibly no access to government e.g. CBI and Extinction Rebellion</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:<br/>At least 2 differences must be covered which show clarity and detail</p> <p>A threshold Level 3 response will typically exhibit the following features:<br/>At least 3 differences must be covered with precision and clarity.</p> |                                    |

|                                                                                                                                         |                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 3<br/>5-7 Marks</b>                                                                                                            | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                             |
| <b>Level 2<br/>3-4 Marks</b>                                                                                                            | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                              |
| <b>Level 1<br/>0-2 Marks</b>                                                                                                            | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                             |
| <b>AO2</b>                                                                                                                              | <b>Intellectual skills</b>                                                                                                                                              |
| <b>Intellectual skills relevant to this question</b>                                                                                    |                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Ability to evaluate and explain reasons why some pressure groups may be unsuccessful.</li> </ul> |                                                                                                                                                                         |
| <b>Level 3<br/>3 Marks</b>                                                                                                              | Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.    |
| <b>Level 2<br/>2 Marks</b>                                                                                                              | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.  |
| <b>Level 1<br/>1 Mark</b>                                                                                                               | Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
| <b>No. 1(c)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | To what extent is pressure group activity best described as pluralist rather than elitist? |
| <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Knowledge and understanding</b>                                                         |
| Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> ).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                            |
| <p>Pluralist and elitist theories have been applied to explain and understand how pressure groups operate.</p> <p>This who imply that pluralist theory best explain pressure group activity cite the following:</p> <ul style="list-style-type: none"> <li>• Pluralist theory best explains pressure group activity in an open representative democracy where numerous groups petition the government for action</li> <li>• Group formation is actively encouraged and there are no barriers to establishing these and power is dispersed rather than concentrated</li> <li>• A free and open media allows access to publicity and other resources</li> <li>• The Government acts as an arbiter and considers the competing demands and produces a decision which it feels is in the widest possible interest</li> <li>• No single group dominates or has a monopoly on political control, plurality and diversity dominate.</li> </ul> <p>However there are those who argue that elitism better describes pressure group activity and cite the following:</p> <ul style="list-style-type: none"> <li>• Elite theory as applied to pressure groups argues that although there may be numerous pressure groups there is a clear hierarchy with regard to their influence</li> <li>• Barriers to certain groups do exists and as a consequence power is concentrated not dispersed</li> <li>• There is not an even playing field as regards the media and the resources different pressure groups can access</li> <li>• The Government is not a neutral arbiter it is more the case that it has agenda of its own and will exclude certain pressure groups as it desires</li> <li>• Some pressure groups are more important than others and exert a monopoly of power with certain interests being more protected than others.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:<br/>A limited understanding on both sides of the pluralist v elitist debate or a well developed argument on one side.</p> <p>A threshold Level 3 response will typically exhibit the following features:</p> |                                                                                            |

|                                                                                                                                       |                              |                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A clear and well developed understanding of the debate covering both sides of the debate.                                             |                              |                                                                                                                                                                         |
|                                                                                                                                       | <b>Level 3<br/>6-8 Marks</b> | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                             |
|                                                                                                                                       | <b>Level 2<br/>3-5 Marks</b> | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                              |
|                                                                                                                                       | <b>Level 1<br/>0-2 Marks</b> | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                             |
|                                                                                                                                       | <b>AO2</b>                   | <b>Intellectual skills</b>                                                                                                                                              |
| <b>Intellectual skills relevant to this question</b>                                                                                  |                              |                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Ability to analyse and explain the differing perspectives of pluralism and elitism.</li> </ul> |                              |                                                                                                                                                                         |
|                                                                                                                                       | <b>Level 3<br/>7-9 Marks</b> | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
|                                                                                                                                       | <b>Level 2<br/>4-6 Marks</b> | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.  |
|                                                                                                                                       | <b>Level 1<br/>0-3 Marks</b> | Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
|                                                                                                                                       | <b>AO3</b>                   | <b>Communication and coherence</b>                                                                                                                                      |
| The answer displays an appropriate vocabulary which makes effective use of key political terminology and principles.                  |                              |                                                                                                                                                                         |
|                                                                                                                                       | <b>Level 3<br/>6-8 Marks</b> | Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.                                                   |
|                                                                                                                                       | <b>Level 2<br/>3-5 Marks</b> | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.                                                    |
|                                                                                                                                       | <b>Level 1<br/>0-2 Marks</b> | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.                                           |



|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>No. 2(a)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                    |
| <p>Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>).</p> <p>Political parties constantly change and amend their policies often at the following circumstances:</p> <ul style="list-style-type: none"> <li>• In preparation for a general election and the creation of a manifesto – this applies to all parties</li> <li>• When leadership roles change, a new leader brings with them a new set of policies as can be seen with Theresa May, Jeremy Corbyn and Vince Cable.</li> <li>• At political party conferences all the main parties discuss policy options and this can bring about policy change</li> <li>• Events and outcomes bring about a change in policy. The then PM David Cameron led the Conservative Party to remain in the EU, however the outcome led to the whole Conservative Party adopting policies to leave the EU.</li> </ul> |                                    |
| <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Knowledge and understanding</b> |
| <ul style="list-style-type: none"> <li>• <b>1 mark for</b> an example accurately identified</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed example <b><i>of a particular time of policy change</i></b> which shows expansive, comprehensive knowledge and understanding.</li> </ul> <p><b>A maximum of 3 marks if no correct example is used.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>No. 2(b)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                    |
| <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Knowledge and understanding</b> |
| <p>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>).</p> <p>Political parties can be seen to be more significant than pressure groups for the following reasons:</p> <ul style="list-style-type: none"> <li>• It is political parties who are the main contesters for elections as opposed to pressure groups</li> <li>• It is also political parties who hold office, provide ministers and who go on to form governments</li> <li>• For ideas to become policy it is through political parties that these are derived from in the main as opposed to pressure groups</li> </ul> |                                    |

- Political parties are agents who the people hold accountable for outcomes as opposed to pressure groups.
  - Political parties govern whereas pressure groups aim to influence
- Threshold guidance

A threshold Level 2 response will typically exhibit the following features:  
At least 2 reasons advanced for the greater significance of political parties over pressure groups, using examples

A threshold Level 3 response will typically exhibit the following features:  
At least 3 reasons advanced for the greater significance of political parties over pressure groups using clear and precise examples.

|                                                                                                                                                            |                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 3</b><br><b>5-7 Marks</b>                                                                                                                         | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                             |
| <b>Level 2</b><br><b>3-4 Marks</b>                                                                                                                         | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                              |
| <b>Level 1</b><br><b>0-2 Marks</b>                                                                                                                         | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                             |
| <b>AO2</b>                                                                                                                                                 | <b>Intellectual skills</b>                                                                                                                                              |
| <b>Intellectual skills relevant to this question</b>                                                                                                       |                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>• Ability to analyse and explain the varying significance between political parties and pressure groups.</li> </ul> |                                                                                                                                                                         |
| <b>Level 3</b><br><b>3 Marks</b>                                                                                                                           | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| <b>Level 2</b><br><b>2 Marks</b>                                                                                                                           | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.  |
| <b>Level 1</b><br><b>1 Mark</b>                                                                                                                            | Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| <b>No.2(c)</b>                                                                                                                                             |                                                                                                                                                                         |
| <b>AO1</b>                                                                                                                                                 | <b>Knowledge and understanding</b>                                                                                                                                      |
| <b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>                                                       |                                                                                                                                                                         |

There is both evidence for internal splits and causes of unity in the Conservative and Labour parties on the following:

The Conservative Party:

- There are divisions of those who are more influenced by One Nation ideas than Thatcherism.
- There are groups in the Conservative Party who are divided over the role and scope of the EU, this covers a soft or hard Brexit approach
- There are internal divisions over leadership and factions within the party

However, there is unity along the following lines:

- Since the arrival of David Cameron and Theresa May the party has placed a greater emphasis on compassion and caring conservatism which is in line with the one nation approach. Around this theme there is considerable unity
- Although the EU did divide the Conservative Party the Eurosceptic now dominates and pro-EU conservatives are a minority
- All political parties have leadership challenges and this pattern will always befall the party

The Labour Party

- The Labour Party is internally divided between the groups who coalesce around Old Labour and New Labour – between the supporters of the Third Way championed by Blair and the more traditional working class roots of the party
- The Labour Party is internally divided over issues of leadership and the direction the party has taken under Jeremy Corbyn
- Like the Conservative Party there is division over the issue of Europe and future EU relationships

However, there is unity along the following lines:

- The Labour Party has had left/right internal divisions for scores of years and the current divisions simply represent the breadth of views in the wider party
- The surprise performance of Labour under Jeremy Corbyn in June 2017 has seen off internal divisions over his leadership and led to the party being more united
- EU membership was in the past a major internal division within the Labour Party but now it does not present a major schism

|                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A threshold Level 2 response will typically exhibit the following features:<br/>A narrow awareness of both the aspects of unity and disunity within both parties, and/or greater detail on one aspect of the question</p> <p>A threshold Level 3 response will typically exhibit the following features:<br/>A broad awareness of both the aspects of unity and disunity within both parties with precision and detail.</p> |                                                                                                                                                                         |
| <b>Level 3</b><br><b>6-8 Marks</b>                                                                                                                                                                                                                                                                                                                                                                                             | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                             |
| <b>Level 2</b><br><b>3-5 Marks</b>                                                                                                                                                                                                                                                                                                                                                                                             | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                              |
| <b>Level 1</b><br><b>0-2 Marks</b>                                                                                                                                                                                                                                                                                                                                                                                             | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                             |
| <b>AO2</b>                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Intellectual skills</b>                                                                                                                                              |
| <b>Intellectual skills relevant to this question</b>                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Ability to analyse and explain how the major parties are internally divided and united over policies and ideas.</li> </ul>                                                                                                                                                                                                                                                              |                                                                                                                                                                         |
| <b>Level 3</b><br><b>7-9 Marks</b>                                                                                                                                                                                                                                                                                                                                                                                             | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| <b>Level 2</b><br><b>4-6 Marks</b>                                                                                                                                                                                                                                                                                                                                                                                             | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.  |
| <b>Level 1</b><br><b>0-3 Marks</b>                                                                                                                                                                                                                                                                                                                                                                                             | Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| <b>AO3</b>                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Communication and coherence</b>                                                                                                                                      |
| The answer displays an appropriate vocabulary which makes effective use of key political terminology and principles.                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                         |
| Level 3<br>6-8 Marks                                                                                                                                                                                                                                                                                                                                                                                                           | Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.                                                   |

|                      |                                                                                                                               |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Level 2<br>3-5 Marks | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.          |
| Level 1<br>0-2 Marks | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>3a</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                    |
| <i>Indicative content (The following does not exhaust relevant points or appropriate knowledge).</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                    |
| <p>Digital democracy is also known as 'e-democracy' or 'cyber democracy' it is characterised and exemplified by some of the following:</p> <ul style="list-style-type: none"> <li>• In a broad sense the use of information communication technology to the political process</li> <li>• Creating and engineering representatives to be more like delegates than trustees by using regular electronic consultation. This is at the heart of digital democracy</li> <li>• Online voting and online consultation such as taking part in video links are clear examples</li> <li>• The greater use of online petitions in a wider public forum is another clear example.</li> </ul> <p>Other examples may be advanced</p> |                                    |
| <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Knowledge and understanding</b> |
| <ul style="list-style-type: none"> <li>• <b>1 mark for a correct and accurate point</b></li> <li>• <b>Up to 3 marks for</b> a more detailed or developed point which shows expansive, comprehensive knowledge and understanding.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>No. 3(b)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                             |
| <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Knowledge and understanding</b>                                                                                          |
| <p><i>Key knowledge and understanding (This is not an exhaustive account of relevant points).</i></p> <p>Participation levels have changed in the UK in recent years, examples of both increasing and decreasing levels may be presented.</p> <ul style="list-style-type: none"> <li>• A rise in young people voting (18-24) arose in the 2017 general election, this was attributed to the drive which Momentum placed in reaching the younger electorate and creating the so call 'youth-quake'. Though the impact and scope of the so-called 'youthquake' is contested.</li> <li>• A rise in political activity arose as a result of high profile issues within the UK such as Scottish Independence and the decision to leave the EU, this attributes the rise in participation to core issues</li> <li>• A rise in participation levels arose due to social media. Social media and its growth can be attributed to have increased participation levels, the avenues for participation and political awareness grew.</li> <li>• A rise in political party activity and growing membership. Although this rise was not even many parties saw a growth in membership reversing the more recent trends. Active participation levels in membership of Labour, the Liberal Democrats and the SNP being a case in point.</li> <li>• A continued rise in pressure group membership. This is because many citizens see joining a pressure groups as the easiest and most efficient way of actively participation in politics</li> <li>• Variance in turnout – rises in a short time window but decreases over the long term e.g. turnout over the last three general elections v turnout in the 20 years after 1945.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:<br/>At least 2 variances in participation levels must be covered which show clarity and detail</p> <p>A threshold Level 3 response will typically exhibit the following features:<br/>At least 3 variances in participation must be covered with precision and clarity.</p> |                                                                                                                             |
| <b>Level 3<br/>5-7 Marks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |

|                                                                                                                                                      |                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 2<br/>3-4 Marks</b>                                                                                                                         | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                              |
| <b>Level 1<br/>0-2 Marks</b>                                                                                                                         | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                             |
| <b>AO2</b>                                                                                                                                           | <b>Intellectual skills</b>                                                                                                                                              |
| <b>Intellectual skills relevant to this question</b>                                                                                                 |                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Ability to analyse and explain how and why participation in elections in recent years has changed.</li> </ul> |                                                                                                                                                                         |
| <b>Level 3<br/>3 Marks</b>                                                                                                                           | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| <b>Level 2<br/>2 Marks</b>                                                                                                                           | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.  |
| <b>Level 1<br/>1 Mark</b>                                                                                                                            | Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>No. 3(c)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                    |
| <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Knowledge and understanding</b> |
| Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> ).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                    |
| <p>Referendums have become an increasingly common feature of democracy in the UK in recent years.</p> <p>They have been good to engage the public in politics and educate them about certain topics. For instance the turnout in the June 2016 EU referendum was higher than recent turnout at General Elections. However some argue that engagement and education has been uneven – with reference to the June 2016 EU referendum the press was heavily biased in favour of Brexit which meant information was biased.</p> <p>Referendums have been excellent for major single decisions which have long term impact and are beyond the traditional two party debates – such as EU membership, Scottish independence and the Good Friday Agreement. However others argue that it is not possible to simplify major decisions into a binary choice.</p> <p>Referendums benefit representative democracy as they step in where political parties fail to form a consensus and agreement. As such political parties were divided on the EU and referendum can end that impasse. However others argue</p> |                                    |



that what is essentially a problem with political parties needs an internal solution with the party not an external mechanism to solve.

Referendums are beneficial to democracy as they have ensured the primacy of popular sovereignty. In the past sovereignty was claimed in full by Parliament and the public could be ignored – now the wishes of the people as expressed in a referendum are paramount. However others argue that their use has undermined the position of Parliament in a representative democracy.

A threshold Level 2 response will typically exhibit the following features:

A narrow awareness of both the benefits and drawbacks of using referendums and/or greater detail on one side of the question

A threshold Level 3 response will typically exhibit the following features:

A broad awareness of the benefits and drawbacks of using referendums with precision and detail.

|                                                                                                                                                     |                                                                                                                                                                         |
|-----------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 3</b><br><b>6-8 Marks</b>                                                                                                                  | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                             |
| <b>Level 2</b><br><b>3-5 Marks</b>                                                                                                                  | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                              |
| <b>Level 1</b><br><b>0-2 Marks</b>                                                                                                                  | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                             |
| <b>AO2</b>                                                                                                                                          | <b>Intellectual skills</b>                                                                                                                                              |
| Intellectual skills relevant to this question                                                                                                       |                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Ability to analyse and explain the benefits and drawbacks of referendums for democracy in the UK.</li> </ul> |                                                                                                                                                                         |
| <b>Level 3</b><br><b>7-9 Marks</b>                                                                                                                  | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| <b>Level 2</b><br><b>4-6 Marks</b>                                                                                                                  | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.  |
| <b>Level 1</b><br><b>0-3 Marks</b>                                                                                                                  | Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |

|                                                                                                                      |                                                                                                                               |
|----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>AO3</b>                                                                                                           | <b>Communication and coherence</b>                                                                                            |
| The answer displays an appropriate vocabulary which makes effective use of key political terminology and principles. |                                                                                                                               |
| <b>Level 3<br/>6-8 Marks</b>                                                                                         | Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.         |
| <b>Level 2<br/>3-5 Marks</b>                                                                                         | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.          |
| <b>Level 1<br/>0-2 Marks</b>                                                                                         | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                    |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>No. 4(a)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                    |
| <i>Indicative content (The following does not exhaust relevant points or appropriate knowledge).</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                    |
| <p>The supplementary voting system (SV) has the following features:</p> <ul style="list-style-type: none"> <li>• It is a majoritarian not a true proportional voting system</li> <li>• It operates in a single member constituency</li> <li>• The voter makes two choices, one for their 1<sup>st</sup> preference and then a second or 'supplementary' vote for a second choice</li> <li>• The first step in calculating the victor/winner is if one candidate has gained 50% of the votes</li> <li>• If that is not attained all but the top two candidates are excluded, with the removed candidates votes having their second or supplementary votes counted</li> <li>• The winner in this next round is on a simple plurality not a 50% +1</li> <li>• It is used for elections for the London Mayor and in other areas where there is a directly elected mayor</li> <li>• It is used for the election of the Police and Crime Commissioner.</li> </ul> |                                    |
| <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Knowledge and understanding</b> |
| <ul style="list-style-type: none"> <li>• <b>1 mark for</b> each feature accurately identified</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed description <i>of a particular feature</i> supported by expansive, comprehensive knowledge and understanding.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                    |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|
| <b>No. 4(b)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                             |
| <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Knowledge and understanding</b>                                                                                          |
| Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> ).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                             |
| <p>The AMS voting system accompanied the arrival of devolution in Scotland and Wales after referendums were held. The system can be said to have the following advantages:</p> <ul style="list-style-type: none"> <li>• Its use helped the process of devolution to be passed and accepted by all the interested parties</li> <li>• In both counties the system has facilitated coalition and majoritarian administrations</li> <li>• In both countries the unfair results which emerged under FPTP have been eliminated</li> <li>• In both regions it brings in a proportional result which can be said to encourage voters to take part in the process</li> <li>• It means that less votes are wasted and a second choice from a regional list compensates other parties who suffer under fptp</li> <li>• The system has been generally well received by all the political parties contesting the elections</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:<br/>Partial as opposed to comprehensive detail on the advantages of the AMS system, further development possible but not displayed.</p> <p>A threshold Level 3 response will typically exhibit the following features:<br/>Comprehensive accurate and informed detail of the advantages of the AMS system showing precision and depth.</p> |                                                                                                                             |
| <b>Level 3<br/>5-7 Marks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| <b>Level 2<br/>3-4 Marks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.  |
| <b>Level 1<br/>0-2 Marks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |

| AO2                                                                                                                 | Intellectual skills                                                                                                                                                     |
|---------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Intellectual skills relevant to this question</b>                                                                |                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Ability to explain the various advantages in using the AMS system</li> </ul> |                                                                                                                                                                         |
| <b>Level 3<br/>3 Marks</b>                                                                                          | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| <b>Level 2<br/>2 Marks</b>                                                                                          | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.  |
| <b>Level 1<br/>1 Mark</b>                                                                                           | Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|
| <b>No. 4(c)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                    |
| <b>AO1</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Knowledge and understanding</b> |
| Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> ).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                    |
| <p>There have been numerous debates about the advantages and disadvantages of the fptp system used for elections to Westminster.</p> <p>Those who argue it is the most suitable system, and delivers major advantages cite the following:</p> <ul style="list-style-type: none"> <li>• It is a simple, straightforward system readily understood by the electorate with few spoilt voting papers</li> <li>• It delivers a swift result without protracted deals after the public have voted by political parties</li> <li>• It provides the basis for strong governments who can implement their manifest promises and have a mandate</li> <li>• Equally it serves to decisively remove governments who have failed in their tasks</li> <li>• It retains a good link with the regional constituencies.</li> </ul> <p>However others argue that the system is not suitable for electing MPs to Westminster and cite the following disadvantages :</p> <ul style="list-style-type: none"> <li>• It simply does not produce fair outcomes and does not accurately reflect how the nation voted</li> <li>• MPs are elected often without 50% of the vote in their constituencies</li> <li>• Governments fail to get 50% of the vote and lack real legitimacy</li> <li>• The public lack confidence in the system and may either have to vote tactically or simply not vote at all</li> <li>• Small parties face huge hurdles to gain an accurate representation for the votes cast in their favour.</li> </ul> <p>Candidates will reach a conclusion on the basis of the question</p> <p>A threshold Level 2 response will typically exhibit the following features:<br/>A limited and incomplete range of arguments for and against (advantages v disadvantages) for retaining or removing the FPTP system at Westminster.<br/>Possibly unbalanced in covering both sides.</p> |                                    |

|                                                                                                                                                                                                                |                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A threshold Level 3 response will typically exhibit the following features:<br/>A detailed and comprehensive range of points which show both aspects of the debate. Well balanced and precise examples.</p> |                                                                                                                                                                         |
| <b>Level 3<br/>6-8 Marks</b>                                                                                                                                                                                   | Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                             |
| <b>Level 2<br/>3-5 Marks</b>                                                                                                                                                                                   | Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                              |
| <b>Level 1<br/>0-2 Marks</b>                                                                                                                                                                                   | Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.                                             |
| <b>AO2</b>                                                                                                                                                                                                     | <b>Intellectual skills</b>                                                                                                                                              |
| <b>Intellectual skills relevant to this question</b>                                                                                                                                                           |                                                                                                                                                                         |
| <ul style="list-style-type: none"> <li>Ability to evaluate the nature of the fptp system and its advantages and disadvantages.</li> </ul>                                                                      |                                                                                                                                                                         |
| <b>Level 3<br/>7-9 Marks</b>                                                                                                                                                                                   | Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| <b>Level 2<br/>4-6 Marks</b>                                                                                                                                                                                   | Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.  |
| <b>Level 1<br/>0-3 Marks</b>                                                                                                                                                                                   | Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences. |
| <b>AO3</b>                                                                                                                                                                                                     | <b>Communication and coherence</b>                                                                                                                                      |
| <p>The answer displays an appropriate vocabulary which makes effective use of key political terminology and principles.</p>                                                                                    |                                                                                                                                                                         |
| <b>Level 3<br/>6-8 Marks</b>                                                                                                                                                                                   | Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.                                                   |
| <b>Level 2<br/>3-5 Marks</b>                                                                                                                                                                                   | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.                                                    |

|                                    |                                                                                                                               |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>Level 1</b><br><b>0-2 Marks</b> | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |
|------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|

