



ASSESSMENT and
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ALLIANCE

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GCE

Government and Politics

Unit GOV6

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Registered address: Addleshaw Booth & Co., Sovereign House, PO Box 8, Sovereign Street, Leeds LS1 1HQ
Kathleen Tattersall: *Director General*

Unit 6: The Politics of Northern Ireland, Scotland and Wales

Criteria for marking

Introduction

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

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

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

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

Using a levels of response mark scheme

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

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

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

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

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

Assessment matrix

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

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

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 1(a) 8 marks	Levels 3-4 (2 marks) Candidates demonstrate a good understanding of the term 'direct rule' (e.g. London government, Westminster Parliament taking control of governing Northern Ireland).	Levels 3-4 (3-4 marks) Candidates apply an appropriate range of developed concepts and theories and use appropriate political vocabulary to construct clear and cogent arguments.	Levels 3-4 (2 marks) Candidates communicate arguments and conclusions with a clear sense of direction culminating in a conclusion which flows from or is linked to the discussion.
	Levels 1-2 (1-mark) Candidates demonstrate an outline understanding of the term 'direct rule' (e.g. London government, Westminster Parliament taking control of governing Northern Ireland).	Levels 1-2 (1-2 marks) Candidates apply a limited range of concepts and theories, offering a limited analysis of the reasons and simple explanations.	Levels 1-2 (1 mark) Candidates communicate arguments and conclusions adequately with straight-forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 1(b) 12 marks	<p>Level 4 (5-6 marks) Candidates demonstrate a comprehensive knowledge and understanding from the extract and their own knowledge producing answers which fully address the requirements of the question and demonstrating excellent contextual awareness. They produce answers which include detailed and comprehensive interpretations or explanations of why devolution has returned accountable government to Northern Ireland (i.e. Northern Ireland Assembly's powers, role of Northern Ireland executive).</p>	<p>Level 4 (4 marks) Candidates confidently apply a wide range of well developed concepts (e.g. devolution, accountable, unionism) using appropriate political vocabulary to analyse and synthesise political information. Candidates display a sophisticated awareness of concepts and a clear recognition of issues. Parallels and connections are identified (e.g. with Scotland and Wales) together with well developed comparisons. There is a clear and full evaluation of 'accountable government' and 'returned'.</p>	<p>Levels 3-4 (2 marks) Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>
	<p>Level 3 (3-4 marks) Candidates demonstrate a sound knowledge and understanding from the extract and their own knowledge producing answers with a clear attempt to fully address the requirements of the question. Candidates demonstrate sound contextual awareness. They produce answers which include developed and effective interpretations or explanations of why devolution has returned accountable government to Northern Ireland – e.g. Northern Ireland Assembly's powers.</p>	<p>Level 3 (3 marks) Candidates apply a range of developed concepts, (e.g. devolution, accountable) using appropriate political vocabulary to analyse and synthesise political information. Candidates display an awareness of differing viewpoints. Parallels and connections are identified (e.g. with Scotland and Wales) together with some comparisons. There is good evaluation of 'accountable government'.</p>	<p>See level above.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 1(b) (cont)	<p>Levels 1-2 (1-2 marks) Candidates demonstrate an outline knowledge and understanding from the extract and their own knowledge, producing answers with a limited attempt to address the requirements of the question and which may demonstrate contextual awareness covering part of the question. They produce answers which include a partial but reasonably effective attempt at interpretations or explanations with some not very detailed examples to illustrate points.</p>	<p>Levels 1-2 (1-2 marks) Candidates apply a limited range of concepts and theories. Candidates offer limited analysis which shows some awareness of viewpoints. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple or no attempt to evaluate 'accountable' or 'returned'.</p>	<p>Levels 1-2 (1 mark) Candidates communicate arguments and conclusions adequately with straight-forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 1(c) 20 marks	Level 4 (7-8 marks) Candidates demonstrate comprehensive knowledge and understanding from the extract and their own knowledge of Unionist and Nationalist perspectives in Northern Ireland. They produce answers which fully address the requirements of the question and demonstrate excellent contextual awareness (e.g. social, religious historical context). They produce answers which include detailed and comprehensive interpretations or explanations and provide up to date examples (e.g. attitudes towards power-sharing decommissioning and Good Friday Agreement) to illustrate points made.	Level 4 (7-8 marks) Candidates apply a comprehensive range of well developed concepts (e.g. unionism, nationalism, devolution, sectarianism, republicanism) and theories using appropriate political vocabulary to analyse and synthesise information. Candidates display a sophisticated awareness of concepts and a clear evaluation of 'direct opposition'. Parallels and connections (e.g. with nationalism in Scotland and Wales) are identified together with well developed comparisons.	Level 4 (4 marks) Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion which flows from the discussion.

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 1(c) (cont)	<p>Level 3 (5-6 marks) Candidates demonstrate a sound knowledge and understanding from the extract and own knowledge of Unionist and Nationalist perspectives in Northern Ireland. They produce answers with a clear attempt to address the requirements of the question and demonstrate sound contextual awareness (e.g. historical, religious context). They produce answers which include developed and effective interpretations or explanations and provide good examples (e.g. attitudes to Good Friday Agreement) to illustrate points made.</p>	<p>Level 3 (5-6 marks) Candidates apply a range of developed concepts (e.g. unionism, nationalism) and theories using political vocabulary to analyse and synthesise information. Candidates display an awareness of differing viewpoints and an evaluation of ‘direct opposition’. Parallels and connections, for example (with nationalism in Scotland and Wales) are identified together with some comparisons.</p>	<p>Level 3 (3 marks) Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>
	<p>Level 2 (3-4 marks) Candidates demonstrate an outline knowledge and understanding of Unionist and Nationalist perspectives. Answers may demonstrate contextual awareness covering part of the question. They produce answers which include partial but reasonably effective interpretations or explanations, and some not very detailed examples to illustrate points.</p>	<p>Level 2 (3-4 marks) Candidates apply a limited range of concepts and theories. Candidates display an awareness of differing viewpoints and begin to construct arguments and explanations. They offer limited analysis which shows some awareness of differing viewpoints. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate ‘direct opposition’.</p>	<p>Level 2 (2 marks) Candidates communicate arguments and conclusions adequately with straight-forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 1(c) (cont)	<p>Level 1 (1-2 marks) Candidates demonstrate slight and incomplete knowledge and understanding of Unionist and Nationalist perspectives, producing answers with a limited attempt to address the requirements of the question and which demonstrate only superficial contextual awareness with little interpretation or explanation and few examples often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1-2 marks) Candidates' discussion is not supported by use of concepts. Arguments and explanations are not fully constructed. Analysis does not show awareness of differing viewpoints and very few parallels and connections are made to establish comparison. Evaluations and explanations are superficial and naïve. There is little or no attempt to evaluate 'direct opposition'.</p>	<p>Level 1 (1 mark) Answers rely on narrative which is not fully coherent. Conclusions are not adequately related to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 2 40 marks	<p>Level 4 (13-16 marks) Candidates demonstrate comprehensive knowledge and understanding of the Labour Party's electoral and political domination in Scotland and Wales. Answers fully address the requirements of the question and demonstrate excellent contextual awareness (e.g. House of Commons and devolved assembly election results). Candidates produce answers which include detailed and comprehensive interpretations or explanations and provide up to date examples to illustrate points made (e.g. Labour record in Welsh Assembly and Scottish Parliament).</p>	<p>Level 4 (13-16 marks) Candidates apply a comprehensive range of well developed concepts (e.g. devolution, nationalism, socialism, labourism) and theories using appropriate political vocabulary to analyse and synthesise information regarding the reasons for and extent of Labour domination of electoral politics in Scotland and Wales. Candidates display a sophisticated awareness of concepts, and a clear recognition of issues such as underlying social and economic influences. Parallels and connections (e.g. between Labour 'domination' in Scotland and Wales) are identified together with well developed comparisons. There is a clear and full evaluation of 'to what extent' and 'why', and a good focus on 'electoral'.</p>	<p>Level 4 (7-8 marks) Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion which flows from the discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 2 (cont)	<p>Level 3 (9-12 marks) Candidates demonstrate a sound knowledge and understanding of the Labour Party's electoral and political domination of Scotland and Wales. They produce answers with a clear attempt at addressing the requirements of the question and they demonstrate sound contextual awareness (e.g. general election results). They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made (e.g. Labour record in developed assemblies).</p>	<p>Level 3 (9-12 marks) Candidates apply a wide range of developed concepts (e.g. devolution, labourism, socialism) and theories using political vocabulary to analyse and synthesise information regarding the causes and extent of Labour domination of electoral politics in Scotland and Wales. Candidates display an awareness of differing viewpoints and a recognition of issues. Parallels and connections (e.g. between Wales and Scotland) are identified together with some comparisons. There is a good evaluation of 'to what extent' and 'why', and a good focus on 'electoral'.</p>	<p>Level 3 (5-6 marks) Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 2 (cont)	<p>Level 2 (5-8 marks) Candidates demonstrate outline knowledge and understanding of the Labour Party's domination of Scottish and Welsh electoral politics. Answers may demonstrate a limited attempt at addressing the requirements of the question. Candidates demonstrate contextual awareness. They produce answers which include a partial but reasonably effective attempt at interpretations or explanations and produce not very detailed examples to illustrate points made.</p>	<p>Level 2 (5-8 marks) Candidates apply a limited range of concepts and theories regarding Labour's political domination of Scotland and Wales. Candidates display an awareness of differing viewpoints and begin to construct arguments and explanations. They offer limited analysis which shows some awareness of differing viewpoints. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate explanations and limited focus on 'to what extent', 'why' and 'electoral'.</p>	<p>Level 2 (3-4 marks) Candidates communicate arguments and conclusions adequately with straight-forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>
	<p>Level 1 (1-4 marks) Candidates demonstrate slight and incomplete knowledge of the Labour Party's domination of Scottish and Welsh electoral politics. Answers may demonstrate a limited attempt at addressing the requirements of the question. They demonstrate only superficial contextual awareness with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1-4 marks) Candidates' discussion is not supported by use of concepts. Arguments and explanations are not fully constructed. Analysis does not show awareness of differing viewpoints and very few parallels and connections are made to establish comparison. Evaluations and explanations are superficial and naïve. There is no attempt to evaluate 'to what extent', 'why', or 'electoral'.</p>	<p>Level 1 (1-2 marks) Answers rely on a narrative which is not fully coherent. Conclusions are not adequately related to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 3 40 marks	<p>Level 4 (13-16 marks) Candidates demonstrate comprehensive knowledge and understanding of the post - 1997 government of Scotland and Wales (e.g. devolved institutions, continuing role of Westminster/Whitehall). Answers fully address the requirements of the question and demonstrate excellent contextual awareness (e.g. 1997 referendum results, and devolved assembly elections). Candidates produce answers which include detailed and comprehensive interpretations or explanations and provide up to date examples (e.g. policy examples) to illustrate points made.</p>	<p>Level 4 (13-16 marks) Candidates apply a comprehensive range of well developed concepts (e.g. devolution, sovereignty, independence, accountability) and theories using appropriate political vocabulary to analyse and synthesise information. Candidates display a sophisticated awareness of concepts, and a clear recognition of issues such as differences between Scotland and Wales, and the continuing influence of Whitehall and Westminster. Parallels and connections (e.g. with Northern Ireland Assembly) are identified together with well developed comparisons. There is a clear and full evaluation of “significantly altered”.</p>	<p>Level 4 (7-8 marks) Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion which flows from the discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 3 (cont)	<p>Level 3 (9-12 marks) Candidates demonstrate a sound knowledge and understanding of the post - 1997 government of Scotland and Wales solutions. They produce answers with a clear attempt at addressing the requirements of the question and they demonstrate sound contextual awareness (1997 referendum). They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made (e.g. policy examples).</p>	<p>Level 3 (9-12 marks) Candidates apply a wide range of developed concepts (e.g. devolution, sovereignty, accountability) and theories using political vocabulary to analyse and synthesise information regarding the causes and possible solutions to the Northern Ireland issue. Candidates display an awareness of differences between Scotland and Wales. Parallels and connections (e.g. with Northern Ireland) are identified together with some comparisons. There is a good evaluation of “significantly altered”.</p>	<p>Level 3 (5-6 marks) Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 3 (cont)	<p>Level 2 (5-8 marks) Candidates demonstrate an outline knowledge and understanding of the post - 1997 government of Scotland and Wales. Answers may demonstrate a limited attempt at addressing the requirements of the question. Candidates demonstrate contextual awareness. They produce answers which include a partial but reasonably effective attempt at interpretations or explanations and produce not very detailed examples to illustrate points made.</p>	<p>Level 2 (5-8 marks) Candidates apply a limited range of concepts and theories. Candidates display an awareness of differing viewpoints and traditions and begin to construct arguments and explanations. They offer limited analysis which shows some awareness of differences between Scotland and Wales. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate “altered” and little focus on “significantly”.</p>	<p>Level 2 (3-4 marks) Candidates communicate arguments and conclusions adequately with straight forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>
	<p>Level 1 (1-4 marks) Candidates demonstrate slight and incomplete knowledge of the post - 1997 government of Scotland and Wales. Answers may demonstrate a limited attempt at addressing the requirements of the question. They demonstrate only superficial contextual awareness with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1-4 marks) Candidates’ discussion is not supported by use of concepts. Arguments and explanations are not fully constructed. Analysis does not show awareness of differences between Scotland and Wales and very few parallels and connections are made to establish comparison. Evaluations and explanations are superficial and naïve. There is little attempt to evaluate “altered” and no focus on “significantly”.</p>	<p>Level 1 (1-2 marks) Answers rely on a narrative which is not fully coherent. Conclusions are not adequately related to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	<i>AO1</i>	AO2	AO3
Question 4 40 marks	<p>Level 4 (13-16 marks) Candidates demonstrate a comprehensive knowledge and understanding of factors shaping contemporary nationalism in Scotland and Wales (e.g. historical, economic, cultural). Answers fully address the requirements of the question and demonstrate excellent contextual awareness (e.g. changing influence of factors over time). Candidates produce answers which include detailed and comprehensive interpretations or explanations and provide up-to-date examples to illustrate points made.</p>	<p>Level 4 (13-16 marks) Candidates apply a comprehensive range of well developed concepts (e.g. devolution, independence) and theories using appropriate political vocabulary to analyse and synthesise information. Candidates display a sophisticated awareness of concepts, and a clear recognition of differences between Scottish and Welsh Nationalism. Parallels and connections (e.g. with nationalist movements in Northern Ireland) are identified together with well developed comparisons. There is a clear and full evaluation of “profoundly shaped” and of the relative significance of historical and other factors.</p>	<p>Level 4 (7-8 marks) Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion which flows from the discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 4 (cont)	<p>Level 3 (9-12 marks) Candidates demonstrate a sound knowledge and understanding of the factors shaping contemporary nationalism in Scotland and Wales. They produce answers with a clear attempt at addressing the requirements of the question and they demonstrate sound contextual awareness (e.g. changing influence of factors over time). They produce answers which include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.</p>	<p>Level 3 (9-12 marks) Candidates apply a wide range of developed concepts (e.g. devolution, nationalism) and theories using political vocabulary to analyse and synthesise information regarding the factors underlying Scottish and Welsh nationalism. Candidates display an awareness of differing viewpoints and a recognition of differences between Scottish and Welsh nationalism. Parallels and connections are identified together with some comparisons. There is a good evaluation of “profoundly shaped” and of the relative significance of historical and other factors.</p>	<p>Level 3 (5-6 marks) Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>

	Knowledge and Understanding	Skills	Communication
	AO1	AO2	AO3
Question 4 (cont)	<p>Level 2 (5-8 marks) Candidates demonstrate an outline knowledge and understanding of the factors shaping contemporary nationalism in Scotland and Wales. Answers may demonstrate a limited attempt at addressing the requirements of the question. Candidates demonstrate contextual awareness. They produce answers which include a partial but reasonably effective attempt at interpretations or explanations and produce not very detailed examples to illustrate points made.</p>	<p>Level 2 (5-8 marks) Candidates apply a limited range of concepts and theories regarding the causes of factors underlying Scottish and Welsh nationalism. Candidates display an awareness of differences between Scottish and Welsh Nationalism. They offer limited analysis which shows some awareness of differing viewpoints. There is a recognition of basic parallels and connections together with limited comparisons. There is a simple attempt to evaluate “shaped” and the significance of historical factors.</p>	<p>Level 2 (3-4 marks) Candidates communicate arguments and conclusions adequately with straight-forward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>
	<p>Level 1 (1-4 marks) Candidates demonstrate slight and incomplete knowledge of the factors shaping contemporary nationalism in Scotland and Wales. Answers may demonstrate a limited attempt at addressing the requirements of the question. They demonstrate only superficial contextual awareness with little interpretation or explanation and few examples, often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1-4 marks) Candidates’ discussion is not supported by use of concepts. Arguments and explanations are not fully constructed. Analysis does not show awareness of differing viewpoints and very few parallels and connections are made to establish comparison. Evaluations and explanations are superficial and naïve.</p>	<p>Level 1 (1-2 marks) Answers rely on a narrative which is not fully coherent. Conclusions are not adequately related to the preceding discussion.</p>