



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

# Mark scheme

# June 2003

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## GCE

# Government and Politics

## Unit GOV7

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## CRITERIA FOR MARKING

### Introduction

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

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

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

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

### Using a *levels of response* mark scheme

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

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

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

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

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

**ASSESSMENT MATRIX**

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	<p>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.</p>	<p>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.</p>	<p>Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion which flows from the discussion.</p>
<b>Level 3</b>	<p>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.</p>	<p>Candidates apply a range of developed concepts and theories, using political vocabulary to analyse and synthesise political information and to construct clear arguments and explanations. Candidates provide analyses which display an awareness of differing viewpoints and recognition of issues. There is a clear recognition of parallels and connections together with some comparisons. There is good evaluation of political institutions, processes, behaviour, arguments and explanations.</p>	<p>Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>

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

**Unit GOV 7 Ideas in Contemporary British Politics**

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1 (a) (8 marks)</b>	<b>Levels 3-4 (2 marks)</b> Candidates demonstrate a good understanding of the term 'left wing ideas' and reveal a sound knowledge of key-socialist values, particularly with regards to social, economic and political equality and the commitment to public ownership.	<b>Levels 3-4 (3-4 marks)</b> Candidates apply an appropriate range of developed concepts to explain what is meant by left wing ideas.	<b>Levels 3-4 (2 marks)</b> Candidates communicate arguments, explanations and conclusions well and produce conclusions clearly linked to the preceding discussion.
	<b>Levels 1-2 (1 mark)</b> Candidates demonstrate an outline understanding and knowledge of left wing ideas and key socialist values.	<b>Levels 1-2 (1-2 marks)</b> Candidates apply a limited range of concepts to explain the term left wing ideas.	<b>Levels 1-2 (1 mark)</b> Candidates communicate ideas, arguments and conclusion adequately, but not in great depth. Conclusions may be offered but their relationship to the preceding discussion may be modest or implicit.

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1 (b) (12 marks)</b>	<p><b>Level 4 (5-6 marks)</b> Candidates demonstrate a comprehensive understanding of the extract and present other knowledge to explain the difference between social democracy and democratic socialism. The answers reveal a strong appreciation of how social democracy accepts capitalism but seeks to introduce reforms which redistribute resources in such ways that the majority benefit rather than just the few. The answers also recognise that democratic socialism attempts to use existing democratic mechanisms to produce socialist programmes which, in turn, transform the state. In this process the balance of power is altered to such an extent that ultimately the capitalist system will cease to exist. Democratic Socialism differs from revolutionary socialism in terms of tactics but not necessarily in terms of aims.</p>	<p><b>Level 4 (4 marks)</b> Candidates apply a wide range of concepts and ideas to organise relevant information from the extract. They explain fully how the ideas and values associated with social democracy differ from those associated with democratic socialism. The answers are strong on both analysis and evaluation.</p>	<p><b>Levels 3-4 (2 marks)</b> Candidates communicate arguments and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1 (b) (cont'd)</b>	<p><b>Level 3 (3-4 marks)</b> Candidates demonstrate a sound understanding of the extract and present other knowledge and ideas to differentiate between social and democracy and democratic socialism.</p>	<p><b>Level 3 (3 marks)</b> Candidates apply a range of concepts and ideas to organise relevant information. They explain clearly the parallels which exist between social democracy and democratic socialism and, more importantly the differences which distinguish them.</p>	<p><b>See level above</b></p>
	<p><b>Levels 1-2 (1-2 marks)</b> Candidates demonstrate an outline understanding of the extract and a basic knowledge of the ideas and thinking associated with social and democracy and democratic socialism.</p>	<p><b>Levels 1-2 (1-2 marks)</b> Candidates apply a limited range of concepts and ideas to organise relevant information from the extract. Basic descriptions of key values and policies and objectives are provided by comparisons and contrasts are thin.</p>	<p><b>Levels 1-2 (1 mark)</b> Candidates communicate arguments and conclusions adequately with straightforward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1 (c) (20 marks)</b>	<p><b>Level 4 (7-8 marks)</b> Candidates demonstrate a comprehensive knowledge of ‘Old’ Labour’s traditional values, particularly the commitment to Clause IV, the redistribution of wealth, equality of outcome, full employment, welfarism and strong party/trade union links (collectivism). They also reveal the key ideas championed by New Labour, particularly the Blairite ‘Third Way’ programme with its emphasis upon a dynamic economy (the new Clause IV), equality of opportunity and social justice. Candidates recognise the influence of conservatism, (neo-liberalism) and liberalism as well as democratic socialism on the New Labour agenda.</p>	<p><b>Level 4 (7-8 marks)</b> Candidates analyse and evaluate thoroughly the similarities and differences which exist between old trade union and labourist values and those championed by Blair’s New Labour. They confidently explain and use a comprehensive list of the core values of Old Labour and are capable of evaluating the extent to which such ideas are evident in New Labour thinking. They use ideas and arguments clearly and logically in developing a reasoned discussion that synthesises the points above.</p>	<p><b>Level 4 (4 marks)</b> Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion that flows from the discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1 (c) (cont'd)</b>	<p><b>Level 3 (5-6 marks)</b> Candidates demonstrate sound knowledge of the party's 'old trade unionist and labourist values' as well as the ideas associated with New Labour's Blairite agenda and programmes. They produce answers with a clear attempt to be focused and relevant and they reveal a good sense of context. Good general attempts are made to examine the points of similarity and difference between Old and New Labour thinking, policies and actions.</p>	<p><b>Level 3 (5-6 marks)</b> Candidates analyse and soundly evaluate the ideas, policies and programmes associated with both Old and New Labour. There is sound discussion and solid comparative analysis revealing a pleasing grasp of parallels, connections and differences as appropriate. Evidence of reasonable synthesis.</p>	<p><b>Level 3 (3 marks)</b> Candidates communicate arguments, explanations and conclusions well with a conclusion clearly linked to the preceding discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 1 (c) (cont'd)</b>	<p><b>Level 2 (3-4 marks)</b> Candidates demonstrate outline knowledge of the core beliefs and values of Old and New Labour. They begin to construct some arguments about common/shared beliefs and values and modest explanations of the differences which exist between Old and New Labour. Answers reveal a partial but reasonable attempt to measure the above. Some evidence of policies will be included.</p>	<p><b>Level 2 (3-4 marks)</b> Candidates show limited attempts at analysis and evaluation and also show a basic awareness of the connections and the differences which exist between New Labour's ideas and the party's old trade union and labourist values.</p>	<p><b>Level 2 (2 marks)</b> Candidates communicate arguments and conclusions adequately with straightforward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>
	<p><b>Level 1 (1-2 marks)</b> Candidates demonstrate a slight and incomplete knowledge of Old and New Labour values and policies and a vague awareness of where there is common ground and where there are stark contrasts. Actual policies are only fleetingly mentioned.</p>	<p><b>Level 1 (1-2 marks)</b> Discussions are not adequately supported by the use of ideas and policies. Explanations are superficial with no genuine analysis or evaluation. The propositions made are likely to be naïve and verge on the inaccurate.</p>	<p><b>Level 1 (1 mark)</b> Answers rely on narrative that is not fully coherent. Conclusions not adequately related to the preceding discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 2 (40 marks)</b>	<p><b>Level 4 (13-16 marks)</b> Candidates demonstrate a comprehensive knowledge and understanding of the key beliefs and values associated with the terms ‘Left’, ‘Right’ and ‘Centre’ as they apply to British politics. They also reveal a sound awareness of the key policies advocated by the Labour, Conservative, Liberal and more recently the Liberal Democratic Parties during the 20<sup>th</sup> Century with particular emphasis on recent years. Answers include detailed awareness of ideas relating to the role of the market and attitudes towards planning and demand-management with regards to economic policy. Candidates also recognise the views and attitudes revealed by the three main parties with regard to Human nature, the role and extent of the welfare state and the case against constitutional and institutional reform. Candidates are able to clearly recognise similarities and differences between the Liberal Democrats and the Conservative and Labour parties with regards to both key beliefs and actual policies.</p>	<p><b>Level 4 (13-16 marks)</b> Candidates apply a comprehensive range of well-developed concepts and theories using appropriate language to explain the key beliefs and values associated particularly with the Liberal Democratic Party and, to a lesser degree, the Conservative and Labour Parties. Candidates provide analyses that display a sophisticated awareness of the extent to which these policies and ideas correspond with centrist thinking, so as to identify parallels and connections. There is clear and full evaluation of viewpoints and issues.</p>	<p><b>Level 4 (7-8 marks)</b> Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion that flows from the discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 2 (cont'd)</b>	<p><b>Level 3 (9-12 marks)</b> Candidates demonstrate a sound knowledge and understanding of the core ideas of liberalism, conservatism and socialism. Answers also reveal a clear awareness of current Liberal Democrat, Labour and Conservative thinking and policy. The answers also effectively recognise the comparisons and contrasts which exist between previous and current thoughts and actions in the context of the Left-Right political spectrum.</p>	<p><b>Level 3 (9-12 marks)</b> Candidates apply a range of concepts and theories, using political vocabulary to analyse and synthesise information about Left Centre and Right Wing political thinking. Their analysis displays an awareness of the similarities and differences of contemporary policies advocated by the Liberal Democrat, Conservative and Labour Parties, so as to establish where the Liberal Democrats can be accurately positioned on the political spectrum.</p>	<p><b>Level 3 (5-6 marks)</b> Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>
	<p><b>Level 2 (5-8 marks)</b> Candidates produce an outline of the basic ideas traditionally associated with liberalism, conservatism and socialism. Answers include a partial but reasonably effective attempt to explain where the Liberal Democrats currently stand in relation to the Labour and Conservative Parties with regards to core beliefs and policy objectives.</p>	<p><b>Level 2 (5-8 marks)</b> Candidates use a limited range of concepts and ideas to consider core values of liberalism, conservatism and socialism and begin to construct arguments and explanations about where the Liberal Democrats belong on the political spectrum in the light of recent policy pronouncements. They offer limited analysis and there is but a simple attempt to explain and justify the location arrived at.</p>	<p><b>Level 2 (3-4 marks)</b> Candidates communicate arguments and conclusion adequately with straightforward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 2 (cont'd)</b>	<p><b>Level 1 (1-4 marks)</b> Candidates demonstrate a slight and incomplete knowledge of the basic ideas of Liberal Democracy, Conservatism and Socialism and only a partial awareness of contemporary policy. There is little attempt to address the question and to explore the extent to which Liberal Democrats could be said to occupy the centre ground of British Politics. The limited examples of policies given will often be inaccurately reported or inappropriately used.</p>	<p><b>Level 1 (1-4 marks)</b> Discussions are not adequately supported by the use of concepts and theories on liberalism, conservatism and socialism. Arguments about why (or why not) Liberal Democrats should be placed in the centre of the political spectrum will be thin and superficial. Comparisons and contrasts do not figure prominently.</p>	<p><b>Level 1 (1-2 marks)</b> Answers rely on narrative that may not be fully coherent. Conclusions may not relate adequately to the preceding discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 3 (40 marks)</b>	<p><b>Level 4 (13-16 marks)</b> Candidates demonstrate a comprehensive knowledge and understanding of Conservatism. Answers fully reveal an awareness of the key values of One-Nation Toryism with its original emphasis upon national unity, paternalism and the commitment to the Welfare State and Keynesian methods of macro-economics management, limited redistribution of income and wealth and the need for government intervention in the economy to regulate markets. When discussing the ‘neo-liberal’ variant, candidates reveal a full and clear awareness of how liberal economic ideas about the free market influenced Conservative thinking from the mid-1970s onwards and provided the foundation for what came to be called Thatcherism. A thorough and comprehensive discussion of the core values of enterprise, individual responsibility, limited government and, paradoxically, the need for a strong state to maintain public order and to ensure that traditional values are upheld will also take place.</p>	<p><b>Level 4 (13-16 marks)</b> Candidates apply a comprehensive range of well-developed concepts and theories, thoroughly analysing and constructing arguments with material relevant to the core values and objectives of One-Nation Toryism and neo-liberal Conservatism. Candidates fully explain and discuss how these two contrasting approaches have influenced Conservative thinking and action over the years and assess their relevance with particular regard to the contemporary situation. Candidates provide clear explanations of how Thatcherism and Disraelian paternalism and inclusivity have and continue to divide Conservatives regarding both policy direction and execution.</p>	<p><b>Level 4 (7-8 marks)</b> Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion that flows from the discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 3 (cont'd)</b>	<p><b>Level 3 (9-12 marks)</b> Candidates demonstrate a sound knowledge of the core beliefs and values associated with One-Nation Toryism and neo-liberal Conservatism. Candidates also provide clear evidence of examples of policies and actions advocated and pursued by Conservatives over the years, particularly in recent times.</p>	<p><b>Level 3 (9-12 marks)</b> Candidates apply a range of developed concepts and theories using political vocabulary to analyse and synthesise material relevant to the core values of One-Nation Toryism and neo-liberal Conservatism in an attempt to evaluate how each has sought to influence and control party direction and policy agendas in recent years. Awareness is sound and evaluation and analysis good.</p>	<p><b>Level 3 (5-6 marks)</b> Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>
	<p><b>Level 2 (5-8 marks)</b> Candidates produce an outline of the basic ideas associated with these two strands of Conservatism and of the actual policies pursued/advocated and make a limited attempt to address the requirements of the question by referring to the 'struggle' for supremacy between the two schools/factions. Policy illustration will be limited in respect to both range and depth.</p>	<p><b>Level 2 (5-8 marks)</b> Candidates use a limited range of concepts and theories to consider the core values of One-Nation and neo-liberal Conservatives and begin to construct arguments and explanations about the struggle for ideological supremacy between the two schools and factions. They offer limited analysis showing some awareness of the impact made by these contrasting philosophies and approaches or Conservative thinking and behaviour. There is only a simple attempt to be evaluative.</p>	<p><b>Level 2 (3-4 marks)</b> Candidates communicate arguments and conclusions adequately with straightforward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 3 (cont'd)</b>	<p><b>Level 1 (1-4 marks)</b> Candidates demonstrate a slight and incomplete knowledge of the basic ideas associated with One-Nation Toryism and neo-liberal Conservatism and a limited awareness of policy. There is little attempt to address the question set. Examples given are incomplete or inappropriately used.</p>	<p><b>Level 1 (1-4 marks)</b> Candidates do not adequately support any discussion on the core values of the two schools with the use of concepts or theories. Arguments about contemporary debates and struggles are not fully constructed and there is no awareness of their relative influence. Evaluation is, at best, superficial and naïve.</p>	<p><b>Level 1 (1-2 marks)</b> Answers rely on narrative that may not be fully coherent. Conclusions may not relate adequately to the preceding discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 4 (40 marks)</b>	<p><b>Level 4 (13-16 marks)</b> Candidates demonstrate a comprehensive knowledge and understanding of green ideas in the context of British Politics. Answers include a full awareness of the core beliefs and ideas associated with the Radical Dark Greens with their emphasis on Ecocentricism and the need for alternative economic policies and decentralised political systems and Light Green approaches towards sustainable policies, recycling, renewable energy and the like. Answers also reveal a full knowledge and appreciation of the impact such thinking has had upon the policies advocated by the three principal political parties and the Green Party in recent years (particularly since the late 1980s) and on the actions and activities of pressure groups (insider and outsider).</p>	<p><b>Level 4 (13-16 marks)</b> Candidates confidently use political ideas and concepts, notably green ideas regarding the economy, consumerism and ecology and use a wide range of theories. Using appropriate political vocabulary, they analyse and synthesise political information and construct cogent and coherent arguments and explanations about the extent to which green ideas have impacted upon the policies and advocated by actions pursued by political parties and pressure groups in Britain with a view to establishing the extent to which Green thinking has influenced political agendas and outcomes. Candidates will display a sophisticated awareness of the relationship between ideas and actual policies and decision-making. They will use this knowledge to successfully ascertain the degree to which Green rhetoric is evident in real policy and they will clearly establish why and how decisions have been taken and executed. Analysis and evaluation will be at a high level and recognise where these ideas have impacted at both macro and micro levels.</p>	<p><b>Level 4 (7-8 marks)</b> Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion that flows from the discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 4 (cont'd)</b>	<p><b>Level 3 (9-12 marks)</b> Candidates demonstrate a sound knowledge of the green ideas (Dark and Light) in the United Kingdom as well as the extent to which parties have championed green policies in recent years. In addition, candidates will reveal a good general awareness of the issues pursued and methods utilised by pressure groups to promote green awareness and to protect habitats and species over the last two decades in general and in recent years specifically.</p>	<p><b>Level 3 (9-12 marks)</b> Candidates apply a range of developed concepts, theories and ideas on Green/environmental policies using political vocabulary to analyse and synthesise information so as to construct clear arguments about the extent to which Green thinking influences recent and current policies, actions and governmental decisions in Britain. They provide analyses that display an awareness of how Green issues influenced political thinking in the early 1990s and how in recent years the mainstream parties appear to have courted popular rather than radical policies to appease public concerns with regard to environmental issues. There is sound evaluation throughout.</p>	<p><b>Level 3 (5-6 marks)</b> Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.</p>

	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Question 4 (cont'd)</b>	<p><b>Level 2 (5-8 marks)</b> Candidates produce an outline of the policies proposed by parties to deal with environmental concerns. They also make a limited attempt to show how 'green' pressure groups have also acted to increase environmental awareness and influence political decision making in recent years. Answers will not possess the detailed knowledge of green policies and political actions characteristic of Level 3 and 4 work.</p>	<p><b>Level 2 (5-8 marks)</b> Candidates use a limited range of concepts, theories and ideas about Green thinking and the impact of Green thinking on policies and actions in Britain in recent years. Candidates offer a limited analysis and evaluation of why Green concerns were quite prominent in party manifestos and programmes in the early 1990s. and, how in recent years, Green policies appear little more than platitudes to public concerns rather than bold political actions. Analysis is essentially simplistic and awareness of the motives behind pronouncements and actions will be basic.</p>	<p><b>Level 2 (3-4 marks)</b> Candidates communicate arguments and conclusions adequately with straightforward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.</p>
	<p><b>Level 1 (1-4 marks)</b> Candidates demonstrate a slight and incomplete knowledge of the basic ideas and policies advocated by the mainstream political parties and the Green Party for solving environmental problems and addressing public concerns about green issues. A very basic awareness of pressure group concerns and actions will also be evident. There is little attempt to address the question set. Such few examples given are often inaccurately reported or inappropriately used.</p>	<p><b>Level 1 (1-4 marks)</b> Discussions are not adequately supported by the use of concepts and theories on Green thinking and issues. Arguments about the impact of Green ideas on British politics are thin. Evaluation is superficial and naïve. Comparisons and contrasts do not figure prominently.</p>	<p><b>Level 1 (1-2 marks)</b> Answers rely on narrative that may not be fully coherent. Conclusions may not relate adequately to the preceding discussion.</p>