



AS

Government and Politics

GOVP1 People, Politics and Participation

Mark scheme

June 2016

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

CRITERIA FOR MARKING AS/A2 GOVERNMENT AND POLITICS

Introduction

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, but the weightings are different at AS and A2. Details of the weightings are given in Section 4.2 of the specification.

The schemes of marking reflect these objectives. The mark scheme which follows is of the levels-of-response type, showing that students 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. Students should be given credit for partially complete answers. Where appropriate, students 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 examiners apply the mark scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other options.

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

There are no limits to the areas of knowledge that students may feel able bring to the discussion. Therefore the specification of requirements outlined in the mark schemes can only be indicative. Students are not expected to include all the material presented in order to access the full range of available marks. At the same time they may successfully include material from their particular studies which is not indicated in the scheme.

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 students' responses are marked according to the level of demand and context of each question.

Examiners should initially make a decision about which level any given response should be placed in. Having determined the appropriate level the examiners must then choose the precise mark to be given within that 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 students' responses to the same question might then suggest whether the middle mark is unduly generous or severe.

In making decisions away from the middle of the level, examiners should ask themselves questions relating to student 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 student’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 students know, understand and can do.

AS GOVERNMENT AND POLITICS

GENERIC MARK SCHEME for questions with a total of 5 marks

AO1
<p>Level 4 (5 marks) The student successfully demonstrates excellent knowledge and understanding of political data, concept(s) or term(s).</p> <p>Where appropriate, the student is able to illustrate his/her answer with relevant evidence/example(s).</p>
<p>Level 3 (4 marks) The student successfully demonstrates good knowledge and understanding of political data, concept(s) or term(s).</p> <p>Where appropriate, the student is able to illustrate his/her answer with relevant evidence/example(s).</p>
<p>Level 2 (2–3 marks) The student demonstrates limited knowledge and understanding of political data, concept(s) or term(s).</p> <p>The student may illustrate his/her answer with evidence/example(s) of limited relevance.</p>
<p>Level 1 (1 mark) The student demonstrates little knowledge and understanding of political data, concept(s) or term(s).</p> <p>The student may illustrate his/her answer with evidence/example(s) of little relevance.</p>
<p>0 marks No relevant response.</p>

AS GOVERNMENT AND POLITICS

GENERIC MARK SCHEME for questions with a total of 10 marks

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (4 marks)</p> <p>The student demonstrates an excellent knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The student deploys relevant knowledge and understanding to fully address the requirements of the question and produces accurate and/or relevant examples to illustrate points made.</p>	<p>Level 4 (4 marks)</p> <p>The student applies an excellent range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	<p>Levels 3–4 (2 marks)</p> <p>The student communicates clearly and effectively, in a structured and sustained manner, making excellent or good use of appropriate political vocabulary.</p> <p>There are few, if any, errors of spelling, punctuation and grammar and the response should be legible.</p> <p>The answer has a clear sense of direction, is focused on the question and, where appropriate, has a conclusion which flows from the discussion.</p>
<p>Level 3 (3 marks)</p> <p>The student demonstrates good knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The student addresses the requirements of the question and produces examples and/or evidence to illustrate points made.</p>	<p>Level 3 (3 marks)</p> <p>The student applies a good range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	
<p>Level 2 (2 marks)</p> <p>The student demonstrates limited knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The student makes a limited attempt to address the requirements of the question and produces few or inaccurate examples and/or limited evidence to illustrate points made.</p>	<p>Level 2 (2 marks)</p> <p>The student applies a limited range of concepts and makes limited use of political theory or ideas in developing an explanation or argument.</p>	<p>Levels 1–2 (1 mark)</p> <p>The student communicates explanations or arguments with limited clarity and effectiveness using limited political vocabulary. The answer may lack either a clear focus on the question or a sense of direction.</p> <p>There are frequent errors of spelling, punctuation and grammar and legibility may be a problem.</p>

GENERIC MARK SCHEME for questions with a total of 10 marks (continued)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 1 (1 mark)</p> <p>The student demonstrates little knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The student makes little attempt to address the requirements of the question and produces few examples and/or little evidence to illustrate points made.</p>	<p>Level 1 (1 mark)</p> <p>The student applies few concepts and makes little use of political theory or ideas in developing an explanation or argument.</p>	<p>Levels 1–2 (continued) (1 mark)</p> <p>A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit.</p>
<p>0 marks</p> <p>No relevant response.</p>	<p>0 marks</p> <p>No relevant response.</p>	<p>0 marks</p> <p>No relevant response.</p>

AS GOVERNMENT AND POLITICS**GENERIC MARK SCHEME for questions with a total of 25 marks**

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (10–11 marks)</p> <p>The student successfully demonstrates accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationship between them, producing an answer that deploys relevant knowledge and understanding to address the requirements of the question and that demonstrates significant contextual awareness.</p> <p>The student's answer includes relevant evidence and/or examples to substantiate and illustrate points made.</p>	<p>Level 4 (7–8 marks)</p> <p>The student evaluates political institutions, processes and behaviour, applying appropriate concepts and theories.</p> <p>The student provides analysis which displays sound awareness of differing viewpoints and a clear recognition of issues. Parallels and connections are identified, together with valid and precise comparisons. The answer includes relevant and convincing interpretations or explanations.</p>	<p>Level 4 (5–6 marks)</p> <p>The student communicates clear, structured and sustained arguments and explanations making excellent use of appropriate political vocabulary.</p> <p>The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p> <p>The student produces answers with a clear sense of direction leading towards a coherent conclusion.</p>
<p>Level 3 (7–9 marks)</p> <p>The student demonstrates generally accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationship between them, producing an answer that addresses the requirements of the question and demonstrates adequate contextual awareness.</p> <p>The answer provides evidence backed up by clear examples to illustrate points made.</p>	<p>Level 3 (5–6 marks)</p> <p>The student evaluates political institutions, processes and behaviour, applying some concepts or theories.</p> <p>The student provides clear arguments and explanations and demonstrates awareness of differing viewpoints and recognition of issues. Parallels and connections are identified, together with some sound comparison.</p>	<p>Level 3 (3–4 marks)</p> <p>The student communicates arguments and explanations making good use of appropriate political vocabulary.</p> <p>The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p> <p>A conclusion is linked to the preceding discussion.</p>

GENERIC MARK SCHEME for questions with a total of 25 marks (continued)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 2 (4–6 marks)</p> <p>The student demonstrates basic knowledge and understanding of political concepts/theories/institutions and processes and some awareness of the relationship between them, making a limited attempt to address the requirements of the question.</p> <p>The student may demonstrate contextual awareness covering part of the question, and may produce limited evidence and/or few examples.</p>	<p>Level 2 (3–4 marks)</p> <p>The student offers a limited evaluation of political institutions, processes and behaviour and begins to construct arguments which contain basic explanation.</p> <p>The student shows some awareness of differing viewpoints. There is recognition of basic parallels or limited comparisons.</p>	<p>Level 2 (2 marks)</p> <p>The student attempts to develop an argument using basic political vocabulary.</p> <p>There are frequent errors of spelling, punctuation and grammar and legibility may be a problem.</p> <p>Where a conclusion is offered, its relationship to the preceding discussion may be modest or implicit.</p>
<p>Level 1 (1–3 marks)</p> <p>The student demonstrates slight and/or incomplete knowledge and understanding of political concepts/theories/ institutions and processes and limited awareness of the relationship between them.</p> <p>The student makes a very limited attempt to address the requirements of the question.</p> <p>Only superficial awareness of the context of the question is evident and the few examples cited are often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1–2 marks)</p> <p>The student makes a partial attempt to evaluate political institutions, processes and behaviour. Arguments offered are superficial or simplistic. There is very limited awareness of parallels or comparisons.</p>	<p>Level 1 (1 mark)</p> <p>The answer relies upon narrative which is not fully coherent and which is expressed without using political vocabulary.</p> <p>Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p> <p>A conclusion is either not offered or it is not related to the preceding material.</p>
<p>0 marks</p> <p>No relevant response.</p>	<p>0 marks</p> <p>No relevant response.</p>	<p>0 marks</p> <p>No relevant response.</p>

NB: whilst there is no requirement for students to make reference to the extract or passage provided when answering questions with a total of 25 marks, the use of such material can be credited on AO1 and AO2, where it is relevant to the question posed. Students may also be given credit for using relevant material drawn from the extracts or passages which accompany other questions on the paper.

Topic 1: Participation and Voting Behaviour

Source: By-elections to the Westminster Parliament in 2014

0 1 Explain the term '**turnout**' used in the extract (line 2).**[5 marks]**

It is likely that the majority of students will define turnout as a measure of the number or proportion of people who vote at an election. Higher level responses are likely to provide a more authoritative definition, ie the proportion of registered voters who cast a ballot at a given election, expressed as a percentage. Students may pick up on the reference in the extract (ie by referring to the turnout figures quoted for one or more of the five by-elections held in 2014).

At the higher levels of response it is likely that students will look to develop their answers by introducing material from their own knowledge. Some may refer to varying levels of turnout witnessed at different types of elections or introduce the notion of differential turnout in a single electoral cycle with top level responses supporting such points with statistical evidence.

It is likely that many students will also make reference to the relatively low levels of electoral turnout witnessed at some recent general elections (most famously in 2001) and such knowledge is obviously creditable here.

AO1 = 5 marks

AO2 = 0 marks

AO3 = 0 marks

0 2 Using your own knowledge as well as the extract, identify **and** explain **two** reasons why by-election results are a poor indicator of general election outcomes.**[10 marks]**

It is likely that many students will pick up on the first line in the extract as a way into this question. At the lower levels of response students might simply paraphrase the point (by-election results rarely provide an accurate indication of the outcome of the next UK general election). At the higher levels of response it is likely that students will seek to explain a number of factors that might help to explain this unpredictability.

The extract summarises results in the five UK by-elections held in 2014. Students at all levels of response are likely to note that whereas the Conservatives had emerged as the largest single party in the Commons at the 2010 General Election, the party lost two of the three seats it was defending in 2014 to UKIP. Students may use this evidence to suggest that one reason why voting behaviour at by-elections is unpredictable is because people often use such contests as an opportunity to cast a protest vote against the party (or parties) in office at Westminster. At the higher levels of response, students may have evidence from their own knowledge which demonstrates the extent to which the party in government often struggles at by-elections. Such students may also explain the significance of other factors (eg tactical voting, differential turnout, media coverage, the appeal of specific candidates, local issues etc) as a way of adding breadth to their

answers. It is likely that some students will challenge the assumption inherent in the question by suggesting that voting behaviour in such contests, whilst different from that seen at general elections, is often very predictable; with low turnout, large swings and defeat for the party (or parties) of government being the norm.

In order to achieve the higher levels at AO1 and AO2, students will be expected to identify and offer developed analysis of two distinct factors. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary, eg protest voting, tactical voting, (differential) turnout, issue voting, etc.

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

0 3 'Voting at elections should only be seen as one way of measuring political participation.'
Discuss.

[25 marks]

Responses at all levels are likely to address the issue of electoral turnout. Lower level responses might simply note falling turnout at UK general elections and offer some explanation for such non-participation without really addressing the terms of the question precisely. Higher level responses will recognise that the focus of the question is on the broader issue of different forms of political participation present in the UK, and frame their answer accordingly.

Students will be rewarded both for the range of their answers (ie for examining a range of different forms of political participation) and for depth (ie their ability to provide developed analysis supported by appropriate examples drawn from their own knowledge). It is likely that most students will offer a definition of political participation before considering a number of different forms of electoral and non-electoral participation, eg voting, involvement in campaigns (eg canvassing), party membership, pressure group membership, active involvement in pressure group activity or protest movements, writing letters to elected representatives or lobbying them directly, standing for elected office or serving in elected office etc. Whilst lower level responses might simply describe different forms of participation, higher level answers will assess the scale (and perhaps 'quality') of such participation as a means of addressing the demands of the question posed more directly.

Some students may simply chart changing patterns of political participation (eg falling electoral turnout and party membership, rising pressure group activity). Higher level responses are likely to offer possible explanations for such changes.

In order to achieve the higher levels on AO1 and AO2 students will be expected to explicitly address the terms of the question. Such students will make effective use of supporting examples in order to develop the points made.

On AO3, particular credit will be given to responses possessing a clear analytical structure. Such higher level responses will often be characterised by a clear sense of direction and by the presence of a conclusion; an explicit judgement substantiated by the discussion that has gone before. Top level responses will also make effective use of

appropriate political vocabulary, eg electoral participation/non-electoral participation, turnout, apathy/hapathy, direct action, internal pressure group democracy and party democracy etc.

AO3 marks on this question must be awarded to reflect the extent to which an answer is clearly expressed, is well-structured, leads to a conclusion that is consistent with the preceding knowledge and analysis and uses relevant political vocabulary, including theories and concepts, as identified in the mark schemes.

NB: whilst it is clearly helpful for students to explore the extent of participation through involvement in pressure group activity (or the work of political parties), those who answer entirely on pressure groups without addressing the theme of participation in its broader sense will normally be limited to the lower levels on the mark scheme.

AO1 = 11 marks

AO2 = 8 marks

AO3 = 6 marks

Topic 2: Electoral Systems

Source: The 'referendum' on Scottish independence

0 4 Explain the term '**referendum**' used in the title of the extract.**[5 marks]**

The majority of students are likely to define a referendum as a vote on a single issue put to a public ballot by the government of the day. It is likely that most students will also be able to offer examples of actual UK referendums, either from their own knowledge or from the extract. Students may also introduce non-UK examples. Such material should also be credited fully. At the higher levels of response students may use their knowledge to draw a distinction between such referendums and the 'initiatives' used in many other countries as well as many US States. Students may also demonstrate an awareness of the kinds of issues resolved by referendums both in the UK and beyond. Students will not be expected to consider the arguments 'for' or 'against' the use of referendums.

AO1 = 5 marks

AO2 = 0 marks

AO3 = 0 marks

0 5 Using your own knowledge as well as the extract, consider why referendums could be said to undermine representative democracy.**[10 marks]**

Responses at all levels are likely to demonstrate understanding of what referendums are, together with a knowledge, however limited, of what representative democracy involves. In so doing, students may well make use of Clement Attlee's judgement on referendums, ie that they are 'alien to our traditions' or 'the devices of demagogues and dictators'. Students writing at the higher levels on AO2 may even try to explain precisely what Attlee meant and use this as a way into the question.

At the lower levels of response on AO1 and AO2, responses may be overly descriptive or generic in nature, eg describing recent referendums or outlining generic arguments for or against referendums.

Higher level responses on AO1 and AO2 will be characterised by a more precise focus on the terms of the question, specifically an assessment of the way in which representative democracy is supposed to operate in the UK and the way in which referendums can be said to undermine the relationship between the electorate and those elected. In taking this approach, students may refer to the Burkean model, arguing that referendums interfere with the 'contract' between the people and their elected representatives, either by requiring politicians to surrender their mandate to govern to the masses on specific issues, or by allowing politicians to duck their responsibility to govern by going to the people on issues which are overly contentious or threaten splits in the governing party.

There might be an attempt to assess the extent to which specific, named UK referendums could be said to have undermined democracy. In this context, it is possible

that some students may also wish to make reference to the use of referendums at local level in the UK in recent years.

On AO3, top-level responses will make effective use of appropriate political vocabulary, eg referendums, Burkean model, indirect/representative democracy, mandate, legitimacy, accountability, etc.

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

0 6 'The UK should adopt the Additional Member System (AMS) for elections to the Westminster Parliament.' Discuss.

[25 marks]

It is likely that responses at all levels will include an outline of the way in which AMS works. Such knowledge should be credited, where accurate, under AO1. Students will not be expected to explain the workings of the d'Hondt formula, though it is likely that many students will be aware of the supposed advantages of such a 'top-up' system.

Comments relating to the likely consequences of the introduction of AMS at UK General Elections can be credited on AO1 and AO2. Some students may discuss the likelihood of specific parties being better represented under AMS than they would be under FPTP alone. Such an analysis may be based upon actual experience in Scotland, eg the Greens, SNP or the Conservatives. Alternatively, students may wish to focus on the likely consequences in UK general elections, eg improved prospects for parties such as the Liberal Democrats, UKIP, and the Greens – depending on the specifics of the system introduced. Other responses may refer to the likelihood of coalition government, either based upon the extract (which shows the Scottish Parliament under no overall control) or from knowledge (comments on the Labour-LibDem coalition in power in Scotland from 1999). Some students will choose to focus entirely on the question of 'fairness'. Others may identify a more comprehensive set of criteria as a means of affording their answers a clearer analytical structure, eg adopting Lord Jenkins's use of measures such as the likelihood of greater proportionality, stable government, better voter choice, and a clear MP-constituency link.

References to theoretical models of how AMS might affect the outcome of UK General Elections (eg 'the Essex Model') should be credited, though they have been somewhat overtaken by the actual experience in Scotland, in Wales, and in elections to the Greater London Assembly.

In order to achieve the higher levels at AO1 and AO2 students will be expected to address likely consequences of adopting AMS in UK general elections. At the top level of response on AO2, there is likely to be an explicit attempt to focus the discussion of such material on the question of whether the UK 'should' adopt the system. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary, eg coalition, minority government, top-up etc.

AO3 marks on this question must be awarded to reflect the extent to which an answer is clearly expressed, is well-structured, leads to a conclusion that is consistent with the

preceding knowledge and analysis and uses relevant political vocabulary, including theories and concepts, as identified in the mark scheme.

AO1 = 11 marks

AO2 = 8 marks

AO3 = 6 marks

Topic 3: Political Parties

Source The evolving UK party system

0 7 Explain the term ‘**multi-party system**’ used in the extract.**[5 marks]**

In order to answer the question effectively students will need to demonstrate an understanding of what is meant by the term ‘multi-party system’: a system under which many parties compete for – and have a realistic chance of securing – power (or a share of power). In developing their explanations it is likely that many students will seek to draw a contrast between multi-party systems and a two-party system: the latter being a system under which only one of two parties has a realistic chance of forming the government or becoming the major partner in a coalition in the wake of a general election. Students may well draw examples from other countries in support of their definitions.

Although students at all levels of response are likely to be aware that the UK is traditionally said to operate under a two-party system, they may well look to challenge this view in light of recent events, eg the rise of minority parties such as UKIP and the Green Party.

AO1 = 5 marks

AO2 = 0 marks

AO3 = 0 marks

0 8 Using your own knowledge as well as the extract, consider the role that minority parties perform within the UK system.**[10 marks]**

The extract identifies a number of different types of minority parties and it is likely that students will therefore be able to identify a similarly wide range of roles that such parties perform. At the lower levels of response students may simply provide a list of roles (AO1), eg representation, policy formation, education etc.

Higher-level responses will be characterised by an ability to select a number of different roles and offer a more developed explanation and analysis (AO1 and AO2). The closing paragraph of the extract offers one role that minority parties might perform: that of representing the interests of those left unrepresented as a result of the way in which the major parties have moved to the centre. Students may well choose to use their own knowledge to develop this point further. Support for UKIP at the 2014 European Parliament Elections could be advanced as an example of a minority party facilitating protest.

At the higher levels on AO1 and AO2, students may develop the theme of representation further by considering the way in which ‘regional’ parties look to represent the interests of particular geographic areas as well as holding policy positions which may be out of touch with those of the major UK parties. In the case of those regional parties who are or have been in ‘government’ in their respective nations, students may also suggest some of the roles more generally applied to UK political parties, eg political recruitment, policy formation, governing and agenda setting. The latter may also be applied to other parties,

eg UKIP, Greens, Respect etc. Students may even question whether some of these parties should be seen more as pressure groups that simply use candidacy and campaigning in elections as part of their group methodology.

Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary (eg protest voting, single-issue parties, political spectrum, the end of ideology, etc).

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

0 9 'Individual members of the Conservative Party and the Labour Party have little or no say in the organisation or policy of those parties.' Discuss.

[25 marks]

This question focuses on the issue of internal party democracy i.e. precisely where power is located within the main parties and, in particular, the scope and extent of the power afforded to individual members.

It is likely that many students will seek to identify a number of aspects of party activity over which individual members might reasonably expect to have some input. Three obvious areas for discussion would be the development of party policy, the selection of parliamentary candidates, and the choice of party leader. Students would not necessarily have to cover all three areas in equal depth in order to access the higher levels on the mark scheme.

Students should be able to demonstrate an appreciation of how party policy is arrived at. This should include an awareness of the role of individual members – both at conference and during the course of the year – and of the party leadership. At the higher levels on AO1 students will be expected to demonstrate an awareness of the role played by individual bodies within each party, eg the role of the Labour Party's National Executive Committee. Stronger responses will also demonstrate an awareness of how the policy making process may have changed over time, eg the changes in Labour's policy making cycle under Blair and the increased emphasis on consultation under former Conservative Leader William Hague.

In terms of selecting parliamentary candidates, the focus should be on the part played by the local constituency party as well as the national party. When addressing the former, higher level students are likely to be aware of the practice of short-listing and interviewing candidates as well as the extent to which local hustings and one-member-one-vote are now used routinely in the process of student selection. When considering the latter, mention may be made of the existence of approved lists of candidates and of the extent to which the national party can reject a local selection, imposing its own candidate.

When examining precisely where the power lies in respect of choosing the party leaders students will need to demonstrate a clear understanding of both the processes used by UK parties and how these processes work in practice (eg how Tony Blair's resignation as Labour leader resulted in Gordon Brown's 'coronation', rather than a genuine contest for

the role of Party leader).

On AO3, particular credit will be given to responses possessing a clear analytical structure. Such higher level responses will often be characterised by a clear sense of direction and by the presence of a conclusion; an explicit judgement substantiated by the discussion that has gone before. Top level responses will also make effective use of appropriate political vocabulary, eg internal party democracy, OMOV, NEC, Collins Report etc.

AO3 marks on this question must be awarded to reflect the extent to which an answer is clearly expressed, is well-structured, leads to a conclusion that is consistent with the preceding knowledge and analysis and uses relevant political vocabulary, including theories and concepts, as identified in the mark schemes.

NB: though it is anticipated that most students will focus more on the power of individual members within the Labour Party and the Conservative Party, relevant and accurate references to the part played by individual LibDem members – though not required – will be credited fully.

AO1 = 11 marks

AO2 = 8 marks

AO3 = 6 marks

Topic 4: Pressure Groups and Protest Movements

Source: 'Insider groups' and outsider groups

1 0 Explain the term '**insider groups**' used in the title of the extract.**[5 marks]**

Most students will be able to define 'insider groups' as those who have some level of privileged access to ministers or senior civil servants. It is likely that insider groups will be contrasted with outsider groups ie. those who do not have regular contact with government and will therefore seek to achieve their goals by mobilising public opinion and exerting external pressure upon those in high office.

At the higher levels of response, students may provide a more developed outline of the insider/outsider typology advanced by writers such as Wyn Grant, eg by providing appropriate examples and/or by identifying different types of insiders (core insiders, specialist insiders, peripheral insiders, captive or prisoner groups). Though references to outsider groups will be credited where they help to explain the term identified in the question, lengthy discussion of such groups is not required here.

AO1 = 5 marks

AO2 = 0 marks

AO3 = 0 marks

1 1 Using your own knowledge as well as the extract, explain why insider groups have been seen to have more influence over policy than outsider groups.**[10 marks]**

It is likely that many students will choose to start with a brief outline of Wyn Grant's insider/outsider typology using their own knowledge; perhaps also incorporating some of the material provided in the extract. Such knowledge will be credited, where accurate, under AO1, even where it is not explicitly linked to the terms of the question.

The extract identifies a number of reasons why outsider groups may be seen to have less access and influence than insiders, eg a lack of legitimacy, the nature of the group's core aims or methods. At the lower levels of response it is likely that students will simply repeat such points verbatim. At the higher levels of response students will develop these points using their own knowledge or make points not explicitly made in the extract, eg that insider groups have greater 'credibility', are 'recognised by the government as being representative of certain issues' and are therefore 'granted access to decision-makers'.

Some students will inevitably choose to focus more on the reasons why outsider groups are less likely to have influence, eg that their tactics may cause the government embarrassment or that some groups may be adopting strategies which are either illegal or skirt the margins of legality. At the higher levels such points will be supported with appropriate evidence/examples drawn from their own knowledge, eg the government's decision to negotiate with the Road Hauliers Association as opposed to the fuel protesters back in 2001. Those writing at the higher levels of response on AO2 might also look to challenge the assumption that insiders still enjoy greater influence than outsiders.

Though it is acceptable for answers to vary in terms of balance (ie focusing on the advantages held by insider groups as opposed to the barriers facing outsider groups) higher level responses on AO2 are likely to make at least some reference to both sides of the argument. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary, eg core insider, legitimacy, direct action, corporatism, Whitehall, consultation etc.

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

1 | 2 'A pressure group's chances of success will be shaped largely by the tactics it adopts in pursuit of its goals.' Discuss.

[25 marks]

This question demands a relative assessment of the various factors that determine pressure group success. Lower level responses may take the form of one or more mini case-studies of pressure group campaigns which are presented in a narrative as opposed to an analytical style, eg lengthy description of the activities of Fathers 4 Justice, the protests against increases in university top-up fees, or the construction of the Newbury Bypass. Responses that are overly theoretical, lacking the necessary factual support, are unlikely to achieve the higher levels on AO1 and AO2.

Although it is possible for students to access the higher Levels on AO1 and AO2 focusing on pressure group methods alone, it is likely that stronger responses will identify two or more variables (including methods) that can affect a group's prospects and evaluate each one in turn, ie putting the importance of group methods into context alongside other variables/factors. Relevant factors aside from methods might include group aims, the prevailing political climate, group status (insider/outsider), and group resources (human/material/financial).

At the very highest levels of response answers will combine a theoretical discussion of a number of factors supported with appropriate examples drawn from the students' own knowledge. For example, the importance of 'group aims' when taken alongside 'the prevailing political climate' could be illustrated through the example of the ease with which the Snowdrop Petition was able to secure widespread support for a ban on handguns in the wake of the 1996 Dunblane Massacre. Whilst students need not deal with each factor/variable identified in the same depth, those at the higher levels of response are likely to offer developed discussion of at least two factors.

At the top level of response on AO2 it is likely that students will make connections between some or all of the factors they have identified, eg by demonstrating an explicit understanding that a group's status (insider/outsider) may have a bearing on its methods (and vice versa).

On AO3, particular credit will be given to responses possessing a clear analytical structure. Such higher level responses will often be characterised by a clear sense of direction and by the presence of a conclusion; an explicit judgement substantiated by the discussion that has gone before. Top level responses will also make effective use of

appropriate political vocabulary, eg insider groups and outsider groups, direct action, lobbying, mass media, group resources etc.

AO3 marks on this question must be awarded to reflect the extent to which an answer is clearly expressed, is well-structured, leads to a conclusion that is consistent with the preceding knowledge and analysis and uses relevant political vocabulary, including theories and concepts, as identified in the mark schemes.

AO1 = 11 marks

AO2 = 8 marks

AO3 = 6 marks