



Mark Scheme (Results)

Summer 2017

Pearson Edexcel GCE in
Government & Politics (6GP01)
Paper 1: People & Politics

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General Marking Guidance

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

No.1(a)

Indicative content (*The following does not exhaust relevant points or appropriate knowledge*)

Liberal democracy is a type of democracy in use by western nations.

It is a combination of aspects of the values of liberalism and of democracy.

The 'democratic' features of liberal democracy include:

- Free and fair elections
- Universal suffrage
- Diversity in political choice

The 'liberal' elements associated with liberal democracy include:

- Constitutionalism
- Checks and balances
- The protection of individual freedom and the promotion of human rights

AO1**Knowledge and understanding**

- **1 mark** for an aspect of liberal democracy which is accurately identified.
- **Up to 2 marks for** a more detailed or developed description **of a particular aspect of liberal democracy** which shows an expansive, comprehensive knowledge and understanding.
- If more than three are presented only the best three are granted marks

No. 1(b)	
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>Legitimacy is seen as the rightful use and exercise of power. It is linked to having the authority to act. In a representative democracy it can be obtained in several ways, some of which include:</p> <ul style="list-style-type: none"> • Obtaining legitimacy through elections – at local, national and European levels • Obtaining legitimacy through a referendum where a particular option has been selected. • Governments may obtain legitimacy if they secure a vote in the legislature for a particular action or piece of legislation • The Judiciary can sanction an action as legitimate if they concur that it is in line with agreed laws and regulations • Legitimacy is also obtained by following set customs, traditions and conventions which align with democratic principles of a representative democratic model. • Legitimacy may also be obtained through constitutional principles and established rules <p>A threshold Level 2 response will typically exhibit the following features: Two ways clearly identified but not fully developed</p> <p>A threshold Level 3 response will typically exhibit the following features: Three ways defined with clarity and development</p>	
Level 3 5-7 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-4 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

A02	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> • Ability to evaluate and explain the various routes of securing legitimacy in a representative democracy 	
Level 3 3 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 2 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 1 Mark	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

1(c)	
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>Referendums have become a more prominent feature of the UK's democratic process in recent years. The core remit of this question is to consider referendums in the context of representative democracy. Those who claim that they weaken the representative process cite the following factors:</p> <ul style="list-style-type: none"> • They devalue the representative process by undermining elected representatives as they remove their decision making powers • They undermine Parliament especially its sovereign powers within the UK • They provide too much power to governments who can use referendums to manipulate the political process • They provide an avenue of escape and allow governments an 'opt out' of decision making– when in fact they should make the choice, not defer it <p>Other points highlighting how referendums weakening representative democracy may be advanced.</p> <p>Those who claim that referendums improve the representative democracy cite the following factors:</p> <ul style="list-style-type: none"> • They improve representative democracy by incorporating elements of direct democracy – which is more ideal • They cut across rigid political party lines and provide a choice which political parties at times cannot offer • They make governments more accountable and responsive in-between elections • They serve to engage the public by informing and educating them on important areas of public life <p>Other points highlighting how referendums enhance representative democracy may be advanced.</p> <p>A threshold level two response will show: A limited range of points on both sides or simply a clear development of one side of the debate</p> <p>A threshold level three response will show: Clear portrayal of both sides of the debate which are focused and linked to representative democracy</p>	

Level 3 6-8 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-5 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
A02	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> • Ability to analyse and explain how referendums weaken or improve representative democracy • Ability to evaluate arguments on both sides of the debate 	
Level 3 7-9 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 4-6 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 0-3 Marks	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
A03	Communication and coherence
Appropriate vocabulary in this question may include terms such as democratic deficit, participation, responsive government and other relevant and illustrative terminology.	
Level 3 6-8 Marks	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 3-5 Marks	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 0-2 Marks	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No.2(a)	
<p>Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)</p>	
<ul style="list-style-type: none"> • Left wing political ideas are built on the need to tax and re-distribute wealth in society whereas right wing political ideas favour low tax and do not seek to extensively redistribute the wealth in society. • Right wing ideas tend to be patriotic and nationalistic in contrast to left wing ideal which are more internationalist. • In economics the left feel the need to regulate and create sanctions within a free market economy and they see a role for the state to act in the economy whereas right wing ideas are to give the free market as much freedom as possible and for the state to retreat from the economy • Left wing political ideas are built on the principles of possessing a positive attitude to human nature, whereas right wing political ideas are more distrustful and suspicious of human nature. • Left wing political ideas seek to promote and endorse equality and collectivism whereas right wing ideas appreciate the benefits of and un-equal society and endorse hierarchy, they are also more individualistic 	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> • 1 mark for a difference accurately identified • Up to 3 marks for a more detailed or developed description of a particular difference which shows expansive, comprehensive knowledge and understanding. 	

No. 2(b)	
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>Political parties and pressure groups have several key differences which sets them apart. These include:</p> <ul style="list-style-type: none"> • Although pressure groups can and do stand in elections it is political parties who go on to form governments and compose the vast bulk of elected officials • Linked to this it is clear that political parties have and are focused on obtaining a governing function where pressures groups seek to influence those in power • Political parties are much more accountable to the general public in contrast to pressure groups who do not have that same level of accountability • It is not unusual that some pressure groups will turn to direct action (and even illegal action) to highlight its cause, by contrast political parties very rarely take this route • Many pressure groups have a narrower field of policies and ideas that do political parties who invariably have ideas and policies on a vast range of topics. <p>At level 2 the response will contain: At least two points which are fully developed and clearly documented</p> <p>At level 3 the response will identify: Three points which all show clarity and supportive documentation</p>	
Level 3 5-7 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-4 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

A02	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> • Ability to analyse and explain the differences between political parties and pressure groups 	
Level 3 3 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 2 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 1 Mark	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.2(c)	
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>Those who indicate that the current Conservative Party is more influenced by One Nation principles than Thatcherism cite the following:</p> <ul style="list-style-type: none"> • The removal of Thatcher in 1990 saw the personality and politics of Thatcher as untenable and Major then came to remove Thatcherite totems such as the poll tax. • Successive defeats to Labour in three successive general elections after 1997 made the party re-think its ideas and desire to turn away from self-acceptance as the 'nasty party' • The election as leader of David Cameron in 2005 signified a shift in approach of the party in opposition to promote now core values – such as environmentalism and social welfare – to then declaration by Cameron that he was returning the party to 'one nation' principles and values. • In office with the Liberal Democrats from 2010 to 2015 the environment was prioritised and the 'Big Society' programme launched also there was declared a more reformist approach to crime. • Leaders in the party such as Theresa May and others have essentially One Nation type traits expressing concern for those 'just about managing' in life <p>However there are those who cite that Thatcherism has not been abandoned by the Conservative Party cite the following:</p> <ul style="list-style-type: none"> • Core economic thinking remains Thatcherite – with an unbounded preference for the free market over the state • A return to firm law and order policies – retribution in favour of rehabilitation • A desire to tax less and spend less as a government • A downgrading of environmental policies to allow free market priorities • The take up of ideas such as the 'Big Society' has fallen by the wayside as tokenistic • A continued austerity drive which impacts on the less well off in society and lacks empathy and spawns social exclusion • Theresa May has also shown support for continued austerity and has been willing to cut back on state provision' 	

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

A limited exposition of both sides of the debate or a one sided view of the issues

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

A balanced view which fully develops both sides of the debate

Level 3 6-8 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-5 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
A02	Intellectual skills

Intellectual skills relevant to this question

- **Ability to analyse and explain how the Conservative Party has changed in recent years to again embrace one nationalism**
- **Ability to evaluate how the party has adhered to or rejected Thatcherism.**

Level 3 7-9 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 4-6 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 0-3 Marks	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

A03	Communication and coherence
Appropriate vocabulary in this question may include terms such as Thatcherism, One nationism, free market, dependency culture amongst other pertinent political terminology	
Level 3 6-8 Marks	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 3-5 Marks	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 0-2 Marks	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

3a

Indicative content (*The following does not exhaust relevant points or appropriate knowledge*)

The AMS has the following features:

- The voter casts two votes, one for the local constituency representative and one for a list
- As such there are two choices to be made and both need not be for the same political party
- The first constituency vote is based on the single member plurality system (FPTP)
- The second vote is based on the proportional list system
- The list or proportional element is based on the d'Hont formula
- As such it is seen as a 'hybrid' electoral system
- As such it can be said to create two types of representative
- The split between the constituency and list MPs can vary, for instance in Wales 40 Assembly Members (AMs) are the product of constituency votes with 20 'additional' AMs, by contrast in Scotland the split is 73 for constituency SMPs and 56 'additional' SMPs

AO1

Knowledge and understanding

- **1 mark for a correct and accurate identification of the AMS system**
- **Up to 3 marks for** a more detailed identification of an element of the AMS system which shows expansive, comprehensive knowledge and understanding.

No. 3(b)	
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>Proportional electoral systems have been more widely used since 1997.</p> <p>They have been used for many elections these include:</p> <ul style="list-style-type: none"> • Elections to the European Parliament • Elections to the Scottish Parliament • Elections to the Welsh Assembly • Elections for the Northern Ireland Assembly • Elections for the Police Commissioners <p>Proportional systems have been used to accommodate a number of factors these include:</p> <ul style="list-style-type: none"> • An attempt to encourage more people to vote • A key element in the discussion with all parties on the framework for the new devolved bodies • In NI PR was a key element in the power sharing executive, here STV was chosen to ensure a functioning executive. • An attempt to build assemblies which best reflected how people vote and thus deliver a fair and representative outcome • An attempt to evaluate other systems in comparison to the FPTP system used for Westminster elections • For EU elections the move to PR was to place the UK in line with follow EU members <p>A threshold Level 2 response will typically exhibit the following features: Here responses will address the issues of where and why but not in full and comprehensive detail</p> <p>A threshold Level 3 response will typically exhibit the following features: Here the response will furnish detail with clarity of both where and why the move to PR was undertaken</p>	
Level 3 5-7 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-4 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

A02	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> • Ability to analyse and explain the how and where PR systems were introduced 	
Level 3 3 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 2 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 1 Mark	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.3(c)	
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>First past the post (FPTP) continues to be used for the elections of MPs to the House of Commons. It is cherished and despised by certain sections of the electorate.</p> <p>Those who argue that it should be maintained cite the following reasons:</p> <ul style="list-style-type: none"> • It has been endorsed in the 2011 referendum which rejected AV over FPTP • It is a system which provides a clear constituency link • It has more potential to form strong and stable governments with working majorities • It keeps out extremist parties who thrive and have undue influence in certain PR systems • It is both simple to use and equally delivers a swift outcome <p>However those who insist that it should no longer be used cite the following:</p> <ul style="list-style-type: none"> • It fails to deliver 'fair outcomes' • Parties with concentrated support do well – those with considerable – but widespread support come off worse • It delivers an un-democratic 'winners bonus' which exaggerates the winning margin • Few MPs gain 50 % of the vote in their constituency • No single party government gets 50% of the vote, thus limiting the claim of a mandate • It creates many safe seats which act to discourage voting or make some pursue tactical voting • It does not always produce 'strong and stable' single party government as in the 1970's and in 2010 <p>A threshold Level 2 response will typically exhibit the following features: An imbalanced response which leans heavily to one side of the debate or one in which the points raised on either side are weak and not substantiated</p> <p>A threshold Level 3 response will typically exhibit the following features: A response which fully addresses both sides of the debate and makes well developed points</p>	

Level 3 6-8 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-5 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
A02	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> • Ability to analyse and explain the various claims on the FPTP system as used for the House of Commons • Ability to evaluate the merits of FPTP as used for the Commons. 	
Level 3 7-9 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 4-6 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 0-3 Marks	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
A03	Communication and coherence
Appropriate vocabulary in this question may include terms such as proportional representation fair voting, safe seats, strong and stable government and other pertinent illustrative terminology.	
Level 3 6-8 Marks	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 3-5 Marks	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 0-2 Marks	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No.4(a)	
Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)	
<p>Pluralism and elitism are contrasting political views, some of the key difference between each include:</p> <ul style="list-style-type: none"> • Pluralism is about the spread of power whereas elitism is about its concentration • Pluralism welcomes and encourages the expansive formation of organised groups through which to conduct politics whereas elitism sees a narrow set of elites as the natural conduit for politics • Pluralism sees the benefit and value of all groups in society whereas elitism tends to value more highly those groups with wealth and power. • Pluralism is an extension and development of democratic principles whereas elitism by its nature is un-democratic. • Pluralism sees political dialogue as being open and inclusive whereas elitism sees political dialogue as being restricted to the few not the many • Pluralism sees the government as a neutral arbiter between competing interests and groups whereas elitism sees the government as a political actor with an agenda of its own 	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> • 1 mark for a correct difference accurately identified • Up to 3 marks for a more detailed or developed difference which shows an expansive, comprehensive knowledge and understanding. 	

No. 4(b)	
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>Pressure groups have many limitations on them which may limit their influence. Some of these include:</p> <ul style="list-style-type: none"> • Wealth is considered to be a factor which may limit PG's influence. A lack of funds can undermine influence and this can be seen with some environmental groups who often lack funds to articulate their concerns and views. Problems such as this have beset groups such as Earth First! • A lack of public support and media attention can also limit the influence of pressure groups. Trade Unions who strike over long periods of time and cause disruption to public life all too often lose public support and thus influence – an example of this is the strikes on London transport and Rail which have angered the public and undermined their cause. • Government support. A pressure group will be limited in influence if the government of the day is in stark opposition to its agenda. The lack of influence of UK uncut has had little success in face of the austerity plans of recent governments. Governments ignore groups who are set against their agenda – such as the current Government and the calls from Trade Unions. • Often a pressure groups influence may be countered by the force of opposing pressure groups and thus produce a stalemate in influence options. No massive majority of pressure groups in favour of assisted dying being passed into law thwart the dominance of the influence of one side of the contested issue. • Outsider groups are often limited in their influence by rejection from both the public and government. <p>A threshold Level 2 response will typically exhibit the following features: It will cover two limitations with relevant examples in support of the point</p> <p>A threshold Level 3 response will typically exhibit the following features: It will cover three limitations with clear and supportive examples</p>	
Level 3 5-7 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-4 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

Level 1 0-2 Mark	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
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A02	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> Ability to explain the various aspects of how pressure group influence is limited. 	
Level 3 3 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 2 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 1 Mark	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.4(c)	
AO1	Knowledge and understanding
Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)	
<p>The argument that pressure groups encourage both responsive government and political participation may be based on the following:</p> <ul style="list-style-type: none"> • Pressure groups encourage responsive government as pressure group activity enables engagement which makes governments listen and act in between elections. • Governments seek approval and responses from different groups on proposed new legislation. This fits in with the pluralist model of democracy • The prolific growth of pressure groups has meant that participation for many has become more relevant. Whereas parties offering a package – some of which may not appeal to the citizen: pressure groups reach to the most important issues for many and thus they engage and participate in politics. • Pressure groups serve as a forum for political participation at group level. Governments seek dialogue with pressure groups at various levels, thus furthering political activity. <p>The argument that pressure groups do not encourage both responsive government and political participation may be based on the following:</p> <ul style="list-style-type: none"> • Governments are not equally responsive. They favour PGs who echo their desires and close the door on those who they oppose. • Governments have cited the case of 'hyper-pluralism' whereby they cannot reach a policy consensus as too much PG activity damages the parliamentary and policy process. • Pressure groups thwart the normal political process of representative democracy by offering pressure group activity as an alternative to participation via elections and through political parties. As such they have fragmented participation and made politics more difficult to navigate • Pressure group activity is characterised by the phenomenon of 'cheque book participation' who may add to the numbers but simply pay the PG fees and go no further, it creates a false sense of participation. <p>A threshold Level 2 response will typically exhibit the following features: A partial coverage of both responsive government and political participation but one aspect may not be fully and clearly exposed</p> <p>A threshold Level 3 response will typically exhibit the following features: Here responses will cover both responsive government and political participation and will provide a degree of overall balance.</p>	

Level 3 6-8 Marks	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 3-5 Marks	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 0-2 Marks	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
A02	Intellectual skills
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> • Ability to analyse and explain how pressure groups effect political participation and government responsiveness. • Ability to evaluate the issue of political participation and governments responses with regard to pressure groups 	
Level 3 7-9 Marks	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 4-6 Marks	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 1 0-3 Marks	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
A03	Communication and coherence
Appropriate vocabulary in this question may include terms such as insider and outsider status, elitism pluralism cheque book membership and other pertinent illustrative terminology.	
Level 3 6-8 Marks	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 3-5 Marks	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 0-2 Marks	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

