

Mark Scheme (Results)

Summer 2016

Pearson Edexcel GCE in  
Government & Politics (6GP01/01)

Paper 01: People and 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.

<b>No.1 (a)</b>	
Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge</i> )	
<p>Political parties perform several functions some of which include:</p> <ul style="list-style-type: none"> <li>• They are devices to secure representation of the public in offices of state and representative assemblies</li> <li>• They serve to educate and inform the public about current events</li> <li>• They serve to both hold politicians and office holders to account and to renew their licence</li> <li>• They are a means of providing choice between competing options of policy</li> <li>• Political parties serve to recruit personnel in a variety of roles.</li> </ul>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• <b>1 mark</b> for an aspect of a function that is accurately identified.</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed description <b><i>of a particular function</i></b>, which shows an expansive, comprehensive knowledge and understanding.</li> </ul>	

<b>No. 1(b)</b>	
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>The Conservative Party, as a long-standing and established political party, has key ideological traditions that characterise its nature.</p> <ul style="list-style-type: none"> <li>• Ideological traditions associated with <b>one nation type conservatism</b> and the policy options that these give rise to such have been a commitment to a 'safety-net' welfare system and a willingness to accept the reforms of prior governments – as such Cameron accepted the minimum wage and has been prepared to intervene in the financial sector albeit in a limited way. Cameron also promoted the idea of a 'Big Society' where actors alongside the state take an active role in providing support and care for others.</li> <li>• Ideological traditions associated with <b>Thatcherism</b> see an advancement of ideas associated with free market economics and a reduced role for the state. Hence housing benefit has been capped and the higher rates of income tax have been reduced. Radical reform in education saw a vast number of schools becoming academies, promoting financial and academic autonomy.</li> <li>• Ideological traditions that have emerged in the party which are considered to be <b>post-Thatcher</b>, in the Cameron Government. Here we have seen the introduction of same sex marriage and a more open and tolerant attitude in sections of the Conservative Party to alternative family and lifestyle patterns. Cameron also accepted the devolved status of the UK and has shown support for further devolution to Scotland and more autonomy for England.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <p>A threshold Level 3 response will typically exhibit the following features:</p>	
<b>Level 3 6-7 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

<b>Level 2 3-5 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1 0-2 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>A02</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to evaluate and explain the various traditions and detail the policy implications of these</li> </ul>	
<b>Level 3 3 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 2 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1 1 Mark</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

<b>1(c)</b>	
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>The Labour Party was created at its outset to represent working class people and to work for the collective good and the less fortunate members of society.</p> <p>Evidence that the party still embraces these traditional principles can be based on the following:</p> <p>A robust defence of the state in delivering public services, most notable the NHS. A wider commitment to welfare and forms of social security so that the less fortunate in society have some minimal form of protection. A willingness to intervene in the free market to curb the excesses of capitalism. Taxation at higher levels for the wealthy and thus redistributing wealth and the increase of (and earlier establishment of) of a minimum wage.</p> <p>Other factors may also be developed.</p> <p>However, there is evidence that the party is not embracing its traditional principles, which can be based on the following:</p> <p>The creation and the electoral success of New Labour from 1997-2010 saw the party retreat from its traditional principles and traditions. It became a more 'catch all' party reaching out from a focus on simply the working class. A series of policy revisions, most notably the rewording of Clause IV that no longer commits the party to wide scale public ownership. An acceptance of many of the Thatcherite reforms of the 1980s and 90s, which made the operation of a free market a paramount goal. An acceptance that welfare has its limits and that benefits have to be targeted and rationed.</p> <p>Other factors may also be developed. NB This may change following the General Election Manifestos of 2015.</p> <p>Both sides of the debate will be covered and a conclusion reached.</p>	
<b>Level 3</b> <b>6-8 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2</b> <b>3-5 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

<b>Level 1</b> <b>0-2 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>A02</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the policies and traditions of the Labour Party</li> <li>• Ability to analyse and explain the reasons if this retreat from traditional principles can be supported or rejected</li> </ul>	
<b>Level 3</b> <b>7-9 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2</b> <b>4-6 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1</b> <b>0-3 Marks</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>A03</b>	<b>Communication and coherence</b>
Appropriate vocabulary in this question may include terms such as New Labour, Old Labour, Clause IV and other relevant and illustrative terminology	
<b>Level 3</b> <b>6-8 Marks</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2</b> <b>3-5 Marks</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1</b> <b>0-2 Marks</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

<b>No.2(a)</b>	
<p>Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)</p>	
<p>Parliamentary democracy has several features, which include:</p> <ul style="list-style-type: none"> <li>• Parliament is seen as the apex of democracy in the UK in that it is sovereign</li> <li>• As such all laws have to be approved and legitimised through Parliament</li> <li>• Governments (the executive) have to come out of parliament</li> <li>• Linked to the above, governments and the judiciary are not equal partners in sharing power but are both subservient to Parliament</li> <li>• Parliamentary democracy is characterised by a fusion of powers and may be contrasted with other systems of democracy such as the US, which has a clearer separation of powers.</li> </ul> <p>Other features may be advanced and developed. Please note that it is crucial that a link between Parliament and democracy is made.</p>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• <b>1 mark for</b> each feature accurately identified.</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed description <i>of a particular feature</i>, which shows expansive, comprehensive knowledge and understanding.</li> </ul>	

<b>No. 2(b)</b>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>In the UK levels of voting have declined in the last 50 years, the low turnout is most prominent in local and EU elections, reasons to make voting compulsory include the following:</p> <ul style="list-style-type: none"> <li>• It would increase the importance and prominence of elections in a democracy and, in the process, would increase the legitimacy of those in office</li> <li>• It would increase the lines of accountability for office holders</li> <li>• It has been introduced in other countries such as Australia and Belgium, hence it is a practical possibility</li> <li>• Increased levels of participation would raise levels of awareness and political education</li> <li>• Compulsory voting would be a catalyst for political activity such as membership of political parties and pressure groups</li> <li>• It would eliminate 'vote buying' and the danger of fraud.</li> </ul> <p>Other reasons may be advanced.</p> <p>Threshold guidance</p> <p>At level 2 the response will contain</p> <p>At level 3 the response will identify</p>	
<b>Level 3 6-7 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 3-5 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1 0-2 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>AO2</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the benefits of compulsory voting</li> </ul>	
<b>Level 3 3 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

<b>Level 2</b> <b>2 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1</b> <b>1 Mark</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

No.2(c)	
AO1	Knowledge and understanding
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>Devolution became prominent after it was introduced by the Labour Government after 1997.</p> <ul style="list-style-type: none"> <li>• More local democracy has arisen where decisions are made closer to those who are affected. This has meant that a range of policy alternatives that show democratic choice and freedom, e.g. different educational choices. <b>However</b>, it could be argued that similar choice is presented by empowered local government – such as regional mayors and differing choices made at local levels in both rural and urban areas of England.</li> <li>• Asymmetric devolution where each region has varying powers has created tension and disparity in the UK’s system of representative democracy. Linked to this is the West Lothian Question where MPs for Scotland can vote on English matters but English MPs cannot have similar input into Scottish affairs. <b>However</b>, the rejection of independence by Scotland in September 2014 indicated that the current system of representative democracy, with Parliament retaining sovereignty, has prevented the dismantling and possible break up of the current system.</li> </ul> <p>The UK joined the then EEC in January 1973. Membership has caused controversy ever since with discussions about the impact on representative democracy in the UK.</p> <ul style="list-style-type: none"> <li>• It has meant that an ever increasing number of laws now come from the EU and not from national governments and that this undermines our system of representative democracy. <b>However</b>, it has been argued that the principle of subsidiarity applies and that allows for localised democratic applications of new law</li> <li>• It has also been alleged that EU integration and the operation of EU bodies function in a manner that is not democratic and with no real control by the electorate in the UK. <b>However</b>, member states such as the UK are responsible for ratifying EU treaties. Furthermore, the growing status of the EU Parliament signifies the increased scope of representative democracy in the UK.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <p>A threshold Level 3 response will typically exhibit the following features:</p>	

<b>Level 3</b> <b>6-8 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2</b> <b>3-5 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1</b> <b>0-2 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>A02</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• <b>Ability to analyse and explain how devolution and membership of the EU can affect representative democracy</b></li> <li>• <b>Ability to evaluate how devolution and membership of the EU impacts on democratic values and principles</b></li> </ul>	
<b>Level 3</b> <b>7-9 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2</b> <b>4-6 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1</b> <b>0-3 Marks</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>A03</b>	<b>Communication and coherence</b>
Appropriate vocabulary in this question may include terms such as pooled sovereignty, democratic deficit, participation crisis and the West Lothian Question 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.

<b>3a</b>	
Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge</i> )	
<p>Referendums and elections both involve the participation of the public in casting a preference. However, they have clear differences that include:</p> <ul style="list-style-type: none"> <li>• A referendum is concerned with single not multiple issues and has a specific focus. An election covers a multitude of issues</li> <li>• An election can hold politicians and office holders to account and remove them from post, by contrast referendums do not have such personal accountability.</li> <li>• In a similar manner referendums do not secure representation of officials, whereas elections provide a mechanism to place officials in representative posts</li> <li>• The results of a referendum can be seen as consultative whereas in UK the results of elections are seen as binding and final</li> <li>• Referendums are held with the permission of the government or Parliament, whereas in the UK elections have to be held by law at set times</li> <li>• Referendums are seen as deriving from direct democracy, whereas elections are seen as an integral component in representative democracy.</li> </ul>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• <b>1 mark for a correct and accurate difference.</b></li> <li>• <b>Up to 3 marks for</b> a more detailed or developed difference, which shows expansive, comprehensive knowledge and understanding.</li> </ul>	

<b>No. 3(b)</b>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>Elections promote democracy in several ways, some of which include:</p> <ul style="list-style-type: none"> <li>• They allow participation in politics, which is a core democratic principle</li> <li>• They allow for the legitimate transference of office and power from one party to another</li> <li>• They allow the principle of equality in which all citizens regardless of birth or wealth have an equal impact in terms of vote count</li> <li>• Elections are open to all citizens to vote in and to contest seats</li> <li>• Elections promote awareness of political issues and educate the public.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <p>A threshold Level 3 response will typically exhibit the following features:</p>	
<b>Level 3 6-7 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 3-5 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1 0-2 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>AO2</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the link between elections and democracy</li> </ul>	
<b>Level 3 3 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

<b>Level 2</b> <b>2 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1</b> <b>1 Mark</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

<b>No.3(c)</b>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>There are several advantages to the numerous electoral systems in operation in the UK.</p> <p><b>FPTP</b>  This is a well known system that produces strong and stable governments. However, that is at the expense of discrimination against small parties. It speedily produces results. However, accuracy and fairness could be considered better qualities than speed.</p> <p><b>AMS</b>  This combines the best of FPTP with the List system and gives both proportionality and constituency links. However, it confusingly creates two types of representative, which can seem to be odd. It tends to provide coalitions and no clear winners. However, in 2011 the SNP secured a majority using the system.</p> <p><b>STV</b>  This is used for the NI Assembly. It extends voter choice to more than one candidate and can move preferences to candidates within the same party, it invariably produces coalitions. However, many say that its operation is confusing and not well known.</p> <p><b>CLOSED PARTY LIST</b>  This is used to elect MEPs in the UK (except NI) It is a highly proportional system, all votes are truly equal and small parties have no disadvantage. However, this system is a second tier election and many use it as a protest mechanism and return to their normal allegiances at the national election and, as a result, small parties dominate and the large parties suffer.</p> <p><b>SV</b>  This is used to elect the Mayor of London, electors have two votes. A first and a second preference. Winning candidates in the election must gain 50% of all votes cast. If this is not achieved on the first preferences the top two candidates then have all remaining votes redistributed between them. It reduces wasted votes and has a clear majoritarian principle with a 50% threshold. However, the election may in effect be decided by second as opposed to first preferences.</p> <p><b>AV.</b> Similar to SV above. This was offered in a national referendum in 2011 – it not restricted to two preferences as preferences can continue in reflection of the number of candidates.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <p>A threshold Level 3 response will typically exhibit the following features:</p>	

<b>Level 3</b> <b>6-8 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2</b> <b>3-5 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1</b> <b>0-2 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>A02</b>	<b>Intellectual skills</b>
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the various electoral systems in use in the UK</li> <li>• Ability to evaluate the merits of the different systems</li> </ul>	
<b>Level 3</b> <b>7-9 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2</b> <b>4-6 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1</b> <b>0-3 Marks</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>A03</b>	<b>Communication and coherence</b>
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	
<b>Level 3</b> <b>6-8 Marks</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2</b> <b>3-5 Marks</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1</b> <b>0-2 Marks</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

<b>No.4(a)</b>	
<b>Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)</b>	
<p>Pressure groups fulfil key functions in a representative democracy and include:</p> <ul style="list-style-type: none"> <li>• They safeguard and protect the interest of their members. For example trade unions defend worker rights</li> <li>• Pressure groups inform and educate the public on important areas of life. For example Amnesty International informs the public of human rights abuses around the world</li> <li>• Pressure groups serve governments in consulting them and providing information to them. All governments have consulted the BMA when proposed changes to the NHS are introduced</li> <li>• Pressure groups function when they serve minorities who may not be accurately or adequately represented by the established political parties. For example the Howard league acts on behalf of securing fairness in the justice system for prisoners.</li> </ul> <p>Others functions supported by examples may be used.</p>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• <b>1 mark for</b> each function and example accurately identified.</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed description <i>of a particular function</i> supported by an example, which shows an expansive, comprehensive knowledge and understanding.</li> </ul>	

<b>No. 4(b)</b>	
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>Pressure groups are an accepted and integral part of political life in democracies. The overwhelming majority use accepted political avenues to promote their causes. However, some do employ illegal methods, for a variety of reasons, some of which include:</p> <ul style="list-style-type: none"> <li>• They may have exhausted the legal routes open to them, and it is the failure of these legal channels which turn them to this path Groups who protested against the imposition of the poll tax in the 1980s turned to illegal acts once the government had decided it would not listen to them</li> <li>• They may wish to use the illegality as a means of free and widespread publicity. Fathers4Justice can be said to fall into this category</li> <li>• Certain outsider groups may feel that their cause is not countenanced by the current political establishment, that to make their mark illegal activity is the only avenue open to them. Certain animal welfare groups often take illegal action to ensure their aim – such as freeing animals in captivity destined to be used for medical experiments</li> <li>• Illegal action is seen by some pressure groups as a means of ramping up the pressure and securing a more rapid outcome to their aim. Fishermen in Scotland have blockaded harbours in protest at restrictions on catches and fishing policy.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <p>A threshold Level 3 response will typically exhibit the following features:</p>	
<b>Level 3</b> <b>6-7 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2</b> <b>3-5 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1</b> <b>0-2 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

<b>AO2</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>Ability to explain the various aspects of illegal action taken by pressure groups</li> </ul>	
<b>Level 3 3 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 2 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1 1 Mark</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

<b>No.4(c)</b>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>The argument that pressure group power and influence have changed in recent years could be based on the following:</p> <ul style="list-style-type: none"> <li>• The growth of pressure groups has been relentless and with increased points of access their influence and reach has grown and increased. For example internet/social media allows pressure groups to form easily and get their message across to a large and instant audience</li> <li>• The argument of size and number, more people are now connected to politics through a pressure group than any other means of political exchange. People believe that change is more likely to be achieved through pressure group activity than through the parliamentary process</li> <li>• Success happens, the coalition abandoned plans to sell off the Forestry Commission, it backed down over the reduction of custodial sentences. Governments listen now more than ever to active pressure groups who command a wide and active audience.</li> </ul> <p>The argument that pressure groups power and influence have not changed in recent years may be based on the following:</p> <ul style="list-style-type: none"> <li>• Pressure groups fail and hit barriers as they always have done. Strong and determined governments often ignore the desires of pressure groups. The Stop the War campaigning against the Gulf War, the protest against the rise in tuition fees, the decision to go ahead with the badger culls in Gloucester and Somerset</li> <li>• A growth in the size and number of pressure groups does not necessarily equate to increased power, a number of pressure groups may simply dilute the message or possibly counteract against each other in opposition</li> <li>• Some important pressure groups have lost power over the decades. No pressure group serves to illustrate this point better than the fallen star of the trade unions whose power has fallen (alongside membership) in the last 30 years.</li> </ul> <p>A threshold Level 2 response will typically exhibit the following features:</p> <p>A threshold Level 3 response will typically exhibit the following features:</p>	
<b>Level 3 6-8 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>Level 2 3-5 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 1 0-2 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>AO2</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to analyse the decline or rise in pressure group influence and power</li> <li>• Ability to evaluate the fluctuating power base of pressure group influence</li> </ul>	
<b>Level 3 7-9 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 4-6 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1 0-3 Marks</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>AO3</b>	<b>Communication and coherence</b>
Appropriate vocabulary in this question may include terms such as insider and outsider status, elitism, pluralism, chequebook membership and other pertinent illustrative terminology	
<b>Level 3 6-8 Marks</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2 3-5 Marks</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1 0-2 Marks</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

