

GCE



CCEA GCE Specimen
Assessment Material for
**Government
and Politics**

For first teaching from September 2016
For first award of AS level in Summer 2017
For first award of A level in Summer 2018
Subject Code: 4830



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Foreword

CCEA has developed new specifications which comply with criteria for GCE qualifications. The specimen assessment materials accompanying new specifications are provided to give centres guidance on the structure and character of the planned assessments in advance of the first assessment. It is intended that the specimen assessment materials contained in this booklet will help teachers and students to understand, as fully as possible, the markers' expectations of candidates' responses to the types of tasks and questions set at GCE level. These specimen assessment materials should be used in conjunction with CCEA's GCE Government and Politics specification.

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GCE Government and Politics

Specimen Assessment Materials

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Subject Code	4830
QAN AS	601/8374/3
QAN A2	601/8375/5
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SPECIMEN PAPERS

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Rewarding Learning

ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2017

Government and Politics

Assessment Unit AS 1

The Government and Politics of Northern Ireland

[CODE]

SPECIMEN PAPER

TIME

1 hour 15 minutes.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number on the Answer Booklet provided.
Answer all **four** questions.

INFORMATION FOR CANDIDATES

The total mark for this paper is 50 marks.
Quality of written communication will be assessed in Questions **3**, **4(a)** and **4(b)**.
Figures in brackets printed down the right-hand side of the pages indicate the marks awarded to each question or part question.

ADVICE TO CANDIDATES

You are advised to take account of the marks for each part question in allocating the available examination time.

Study the Item before attempting to answer Questions 2 and 3 and refer to the Item in your answers to these questions.

The Government and Politics of Northern Ireland

Answer all **four** questions

Read the Item below and refer to it in your answers to Questions 2 and 3

Item

The Northern Ireland Assembly's Education Committee has criticised the way schools are inspected. In what has been described as a "radical report" the Education Committee said it wants much more support for struggling schools. It also called for greater independence from the Department of Education. The MLAs said each inspection should produce two separate reports - one in detail for the school and another in plainer language for parents. The aim of the second inspection report would be to help parents understand a school's strengths and weaknesses, the committee said. For six months, MLAs have been calling for papers and persons in order to gather evidence about the way Department of Education inspectors judge on a school's performance.

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- 1 Identify **two** areas of disagreement within the Executive Committee. [4]
- 2 With reference to the Item and any other relevant material you have studied, explain what is meant by the "calling for papers and persons". [6]
- 3 With reference to the Item and any other relevant material you have studied, explain **three** ways in which a statutory committee can perform its scrutiny function. [15]
- 4 **Either**
 - (a) Assess how successful the Ulster Unionist Party has been in challenging the dominance of the Democratic Unionist Party since 2007. [25]

Or

 - (b) Assess the reasons why the Social, Democratic and Labour Party has been unable to reverse its electoral decline since 1998. [25]

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ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2017

Government and Politics

Assessment Unit AS 2

The British Political Process

[CODE]

SPECIMEN PAPER

TIME

1 hour 45 minutes.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number on the Answer Booklet provided.
Answer **all three** questions in Section A and then choose either to answer the **two** questions in Section B or the **two** questions in Section C.

INFORMATION FOR CANDIDATES

The total mark for this paper is 60 marks.
Quality of written communication will be assessed in Questions **3(a)**, **3(b)**, **5** and **7**.
Figures in brackets printed down the right-hand side of the pages indicate the marks awarded to each question or part question.

ADVICE TO CANDIDATES

You are advised to take account of the marks for each part question in allocating the available examination time.

The British Political Process

Answer **all three** questions in Section A **and** then choose either to answer the **two** questions in Section B **or** the **two** questions in Section C

Section A: The British Executive and Legislature

- 1 Identify **two** functions of the Speaker of the House of Commons. [4]
- 2 Explain **two** criticisms of Public Bill Committees. [10]
- 3 **Either**
 - (a) “Prime Ministerial Government is now a permanent feature of British politics.” Discuss the validity of this statement. [26]
- Or**
 - (b) “The House of Lords is now an effective second chamber.” Discuss the validity of this statement. [26]

Either

Section B: The United Kingdom Judiciary

- 4 Explain **one** way in which the independence of the judiciary is ensured. [5]
- 5 Explain the argument that the judiciary is an effective check on the power of the Executive. [15]

Or

Section C: Pressure Groups in the United Kingdom

- 6 Explain what is meant by the term “outsider pressure group.” [5]
- 7 Explain the argument that some pressure groups have far too much influence on the policies of the Executive. [15]

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ADVANCED

**General Certificate of Education
2018**

Government and Politics

Assessment Unit A2 1

Comparative Study

[CODE]

SPECIMEN PAPER

TIME

2 hours 15 minutes.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number on the Answer Booklet provided.
Choose **either Option A**: The United States of America (USA) and the United Kingdom (UK) **or**
Option B: The Republic of Ireland and the United Kingdom (UK).

From your chosen option, answer **all six** questions, the **four** in Section A and the **two** in Section B.

INFORMATION FOR CANDIDATES

The total mark for this paper is 100 marks.
Quality of written communication will be assessed in Questions **3, 4, 6(a)** and **6(b)**.
Figures in brackets printed down the right-hand side of the pages indicate the marks awarded to each question or part question.

ADVICE TO CANDIDATES

You are advised to take account of the marks for each part question in allocating the available examination time.

Study the Item before attempting to answer Questions 2 and 4 and refer to the Item in your answers.

Option A: A Comparative Study of the Government and Politics of the United States of America (USA) and the United Kingdom (UK)

Answer **all six** questions, the **four** in Section A and the **two** in Section B

Section A: The Government and Politics of the USA

Read the Item below and refer to it in your answers to Questions 2 and 4

Item

There are clauses of the Constitution which do explicitly give Congress the right to constrain executive power. For example, the president is required to obtain the support of two-thirds of the Senate before any treaty can become law. The same article requires a simple majority of the Senate to approve presidential nominations for the Supreme Court, ambassadorships and cabinet secretaries, among others. Congress may also exploit “the power of the purse” given to it by the Constitution: the exercise of executive power depends upon the willingness of the legislature to vote the necessary funds. To these constitutional controls, Congress has itself added to the right to hold public investigations into the activities of the executive branch.

Source: Adapted from: A Brief Introduction to US Politics, R. McKeever and P. Davies, © Pearson Education (2006)

- 1 What is meant by the term “gridlock?” Support your answer with a relevant example. [5]
- 2 Identify and explain **two** ways in which Congress can influence Presidential appointments. (Item, Line 4) [10]
- 3 Explain how pressure groups are able to influence members of Congress. [15]
- 4 With reference to the Item and any other relevant material you have studied, assess the view that the US President cannot afford to ignore Congress. [30]

Section B: A Comparative Study of the Government and Politics of the USA and UK

- 5 Identify and explain **two** differences between the functions and powers of the Cabinet in the UK and in the USA. [10]
- 6 **Either**
 - (a) Assess the view that UK Prime Ministers face fewer constraints on the exercise of their powers than US Presidents. [30]

Or

 - (b) Assess the view that Members of Parliament are more effective lawmakers than Members of Congress. [30]

Option B: A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom (UK)

Answer **all six** questions, the **four** in Section A and the **two** in Section B

Section A: The Government and Politics of the Republic of Ireland

Read the Item below and refer to it in your answers to Questions 2 and 4

Item

The relationship between government and Dáil is often seen in adversarial terms and the question is asked: which controls which? Since the Dáil does not control the government, it is easy to conclude that the government controls the Dáil and that the Dáil is therefore an irrelevant rubber stamp. Such a conclusion would be an oversimplification. It is true that the Dáil hardly ever throws a government out, or even rejects one of its proposals, but this is partly because the government takes care not to propose anything that the Dáil might not accept. The Dáil can exercise a degree of control over government that compares favourably with the position in some other countries.

Source: Adapted from: Politics in the Republic of Ireland by John Coakley and Michale Gallagher, © PSAI Press (1996)

- 1 What is meant by the term “brokerage”? Support your answer with a relevant example. [5]
- 2 Identify and explain **two** ways in which the Dáil can exercise control over the executive. (Item, Line 7) [10]
- 3 Explain how the Irish judiciary has amended the constitution’s position on moral issues over the past 40 years. [15]
- 4 With reference to the Item and any other relevant material you have studied, assess the view that the Dáil is an “irrelevant rubber stamp”. [30]

Section B: A Comparative Study of the Government and Politics of the Republic of Ireland and the UK

- 5 Identify and explain **two** differences between the functions and powers of Committees in the Commons and the Dáil. [10]
- 6 **Either**
 - (a) Assess the view that the British Prime Minister has greater control over the British cabinet than the Irish Taoiseach has over the Irish cabinet. [30]

Or

 - (b) Assess the view that Members of Parliament are more effective law-makers than Members of the Oireachtas. [30]

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General Certificate of Education

2018

Government and Politics

Assessment Unit A2 2

Political Power and Political Ideas

[CODE]

SPECIMEN PAPER

TIME

1 hour 30 minutes.

INSTRUCTIONS TO CANDIDATES

Write your Centre Number and Candidate Number on the Answer Booklet provided.
Choose **either Option A: Political Power or Option B: Political Ideas**.

From your chosen option answer **all five** questions, the **three** in Section A and the **two** in Section B.

INFORMATION FOR CANDIDATES

The total mark for this paper is 75 marks.

Quality of written communication will be assessed in Questions **3, 5(a)** and **5(b)**.

Figures in brackets printed down the right-hand side of the pages indicate the marks awarded to each question or part question.

ADVICE TO CANDIDATES

You are advised to take account of the marks for each part question in allocating the available examination time.

Study the Item before attempting to answer Questions 2 and 3 and refer to the Item in your answers.

Option A: Political Power

Answer **all five** questions, the **three** in Section A and the **two** in Section B

Section A: Factors involved in the exercise of power

Read the Item below and refer to it in your answers to Questions 2 and 3

Item

Western commentators greeted the events of the Arab Spring with unrestrained delight. Finally, authoritarian dictators with appalling records in human rights, were going to be overthrown and democracy would succeed throughout the Middle East. A few years later, this judgement is looking to be dangerously naive. In both Egypt and Syria, the uprisings that were to bring democracy have instead produced a new military dictatorship on the one hand and a murderous civil war on the other. With tens, maybe hundreds, of thousands of deaths, the people of Egypt and Syria may now see peace and order as being more important than democracy. For this reason, they may be willing to accept an authoritarian and coercive state because it can deliver order.

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- 1 What is meant by the term “military dictatorship”? (Item, Line 5) Support your answer with a relevant example. [5]
- 2 With reference to the Item and other relevant material you have studied, explain **two** features of an authoritarian political system. [10]
- 3 Using material from the Item and any other relevant material you have studied, explain why the people of some societies may prefer an authoritarian state to a democratic one. [20]

Section B: Theories of Power

- 4 What is meant by the term “ruling class”? [5]
- 5 **Either**
 - (a) Evaluate the view that ‘rule by the few’ is an inevitable feature of all political systems. [35]
- Or**
 - (b) “If power is visible by looking at who benefits, then it is clear that patriarchal control of political power is still a reality.” Evaluate this view. [35]

Option B: Political Ideas

Answer **all five** questions, the **three** in Section A and the **two** in Section B

Section A: Texts

Read the Item below and refer to it in your answers to Questions 2 and 3

Item

“You will observe, that from Magna Carta to the Declaration of Right, it has been the uniform policy of our constitution to claim and assert our liberties, as an entailed inheritance derived to us from our forefathers, and to be transmitted to our posterity; as an estate specially belonging to the people of this kingdom without any reference whatever to any other more general or prior right. By this means our constitution preserves an unity... We have an inheritable crown; an inheritable peerage, and a house of commons and a people inheriting privileges, in the same manner in which we enjoy and transmit our property and our lives. Thus, by preserving the method of nature in the conduct of the state, in what we improve, we are never wholly new; in what we retain we are never wholly obsolete.”

From 'Reflections on the Revolution in France' by Edmund Burke http://www.constitution.org/eb/rev_fran.htm

- 1 What did Burke mean by “preserving the method of nature in the conduct of the state”? (Item, Lines 7/8) Support your answer with a relevant example. [5]
- 2 With reference to the Item and any other relevant material you have studied, explain Burke’s view of change. [10]
- 3 Using material from the Item and any other relevant material, explain how Burke’s view of change has been criticised. [20]

Section B: Ideologies

- 4 What is meant by the term ‘limited government’? [5]
- 5 **Either**
 - (a) Evaluate the role of equality in Liberal thought. [35]

Or

 - (b) Evaluate the view of freedom in Socialist thought. [35]

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MARK SCHEME

DIVIDER FRONT

MARK SCHEME

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General Certificate of Education

Government and Politics

GENERAL MARKING INSTRUCTIONS

General Marking Instructions

Introduction

The main purpose of the mark scheme is to ensure that examinations are marked accurately, consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidates' responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses.

Assessment objectives

Below are the assessment objectives for GCE Government and Politics.

Candidates should be able to:

- AO1** Demonstrate knowledge and understanding of political institutions, processes, concepts, theories and debates.
- AO2** Analyse and evaluate political information, arguments and theories, identify parallels, connections, similarities and differences between the political systems studied.
- AO3** Construct and communicate coherent arguments using a range of appropriate political vocabulary.

Quality of candidates' responses

In marking the examination papers, examiners should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of a 17 or 18-year-old which is the age at which the majority of candidates sit their GCE examinations.

Flexibility in marking

Mark schemes are not intended to be totally prescriptive. No mark scheme can cover all the responses which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected of a 17 or 18-year-old GCE candidate.

Awarding zero marks

Marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Types of mark schemes

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of response

In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement.

The following guidance is provided to assist examiners:

- **Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.
- **Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.
- **High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication.

For conciseness, quality of written communication is distinguished within levels of response as follows:

Level 1: Quality of written communication is inadequate.

Level 2: Quality of written communication is limited.

Level 3: Quality of written communication is satisfactory.

Level 4: Quality of written communication is good.

Level 5: Quality of written communication is of a high standard.

In interpreting these level descriptions, examiners should refer to the more detailed guidance provided below:

Level 1 (Inadequate): The candidate makes only a very limited selection and use of an appropriate form and style of writing. The organisation of material may lack any clarity and coherence. There is very little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is consistently unclear.

Level 2 (Limited): The candidate makes only a limited selection and use of an appropriate form and style of writing. The organisation of material may lack clarity and coherence. There is little use of specialist vocabulary. Presentation, spelling, punctuation and grammar may be such that intended meaning is not clear in places.

Level 3 (Satisfactory): The candidate makes a reasonable selection and use of an appropriate form and style of writing. Relevant material is organised with some clarity and coherence. There is some use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are sufficiently competent to make meaning clear.

Level 4 (Good): The candidate makes a good selection and use of an appropriate form and style of writing. Relevant material is organised with a good standard of clarity and coherence. There is good use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently good standard to make meaning clear.

Level 5 (High Standard): The candidate successfully selects and uses the most appropriate form and style of writing. Relevant material is organised with a high degree of clarity and coherence. There is widespread and accurate use of appropriate specialist vocabulary. Presentation, spelling, punctuation and grammar are of a sufficiently high standard to make meaning clear.



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ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2017

Government and Politics

Assessment Unit AS 1

assessing

The Government and Politics of Northern Ireland

[CODE]

SPECIMEN

**MARK
SCHEME**

The Government and Politics of Northern Ireland

AVAILABLE
MARKS

- 1 Two marks for each of **two** areas of disagreement within the Executive Committee. These can be current or previous areas of disagreement.

(AO1: 4 marks)

Any other valid material will be rewarded appropriately.

2 Background

This phrase refers to the power of Statutory Committees to carry out scrutiny of the Executive. Committees are able to request that individuals, including Ministers and officials, appear before them to give evidence and to answer questions. Northern Ireland Committees have the power to compel persons to do so. In addition, Committees have the power to have Executive documents and other written materials made available to them. The Item refers to Committees being able to access documents that reveal how school inspectors make their judgements.

Level 1 ([1]–[2])

The candidate offers a basic explanation of what is meant by the “calling for papers and persons”. There is limited or no use of the Item or own knowledge.

Level 2 ([3]–[4])

The candidate offers a more developed explanation of what is meant by the “calling for papers and persons”. There is some use of the Item or own knowledge. If no reference to the Item is made a maximum of 4 marks can be awarded.

Level 3 ([5]–[6])

The candidate provides a full explanation of what is meant by the “calling for papers and persons”. There is good use of the Item and own knowledge.

(AO1: 6 marks)

Any other valid material will be rewarded appropriately.

3 Background

The Item explicitly identifies the power of Committees to call for papers and persons as a method of scrutiny. In addition, it is implied in the Item that Committees have the power to make recommendations about the operation of Executive departments, with the Education Department being explicitly identified. Candidates may refer to this as a possible second means of scrutiny. Committees can also perform their scrutiny role in a number of other ways including debating policy, involving the media, making investigatory visits and issuing reports.

4

6

**Level 1 ([1]–[3])
(AO1; AO2; AO3)**

The candidate demonstrates little knowledge and understanding of how Statutory Committees can perform their scrutiny function. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence. There is little analysis and evaluation of information, arguments and explanations. The quality of spelling punctuation and grammar is inadequate. An argument, if present, is ill informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary.

**Level 2 ([4]–[6])
(AO1; AO2; AO3)**

The candidate demonstrates basic knowledge and understanding of how Statutory Committees can perform their scrutiny function but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. There is some basic analysis and evaluation of political information, arguments and explanations. The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary.

**Level 3 ([7]–[9])
(AO1; AO2; AO3)**

The candidate demonstrates mostly accurate knowledge and understanding of how Statutory Committees can perform their scrutiny function but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material. There is some limited analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited.

**Level 4 ([10]–[12])
(AO1; AO2; AO3)**

The candidate demonstrates full and accurate knowledge and understanding of how Statutory Committees can perform their scrutiny function and deploys this to answer the question. The answer contains relevant evidence and examples. There is sound analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached.

Level 5 ([13]–[15])**(AO1; AO2; AO3)**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of how Statutory Committees can perform their scrutiny function and deploys this consistently to answer the question. A range of relevant evidence and examples are presented. There is thorough analysis of political information, arguments and explanations. Spelling, punctuation and grammar are of a high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached. Any other valid material will be rewarded appropriately.

15

4 (a) Background

From 1999 onwards, support for the Ulster Unionist Party steadily declined as unionist voters deserted to the Democratic Unionists. The task for the UUP leadership, since they were replaced as the dominant unionist party, has been to halt this decline. The UUP leadership has attempted a number of initiatives, the most high profile of which has been its pact with the Tory Party although earlier attempts at collaboration with loyalists were widely regarded as having a negative effect upon support for the UUP. There is also evidence that the UUP has sought to shake up its leadership team in response to claims that it was too middle aged, middle class and too male. The UUP has also reviewed its policies in an attempt to establish its distance from the DUP. The Party's decision to vote against the devolution of policing and justice powers is evidence of a new approach. The Party has also sought to attack the DUP's working relationship with Sinn Fein and generally to challenge the DUP's record as the leading party in the Executive.

Candidates should seek to evaluate the effectiveness of these and other attempts to reverse the Party's decline.

Weaker answers will be unclear on the developments affecting the UUP and will lack evidence. Stronger answers will display clear understanding and will present a range of evidence.

Level 1 ([1]–[5])**(AO1; AO2; AO3)**

The candidate demonstrates little knowledge and understanding of UUP policy and performance and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence. There is little analysis and evaluation of information, arguments and explanations. The quality of spelling punctuation and grammar is inadequate. An argument, if present, is ill informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary.

Level 2 ([6]–[10])**(AO1; AO2; AO3)**

The candidate demonstrates basic knowledge and understanding of UUP policy and performance but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. There is some basic analysis and evaluation of political information, arguments and explanations. The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary.

Level 3 ([11]–[15])**(AO1; AO2; AO3)**

The candidate demonstrates mostly accurate knowledge and understanding of UUP policy and performance but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material. There is some limited analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited.

Level 4 ([16]–[20])**(AO1; AO2; AO3)**

The candidate demonstrates full and accurate knowledge and understanding of UUP policy and performance and deploys this to answer the question. The answer contains relevant evidence and examples. There is sound analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached.

Level 5 ([21]–[25])**(AO1; AO2; AO3)**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of UUP policy and performance and deploys this consistently to answer the question. A range of relevant evidence and examples are presented. There is thorough analysis of political information, arguments and explanations. Spelling, punctuation and grammar are of a high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

25

4 (b) Background

Support for the SDLP fell dramatically after the signing of the Good Friday Agreement and the Party was overtaken by Sinn Fein as the leading nationalist party within a few years of the Agreement being signed. The Party's support continued to decline during the first decade of this century as support continued to shift to Sinn Fein. In the most recent electoral contests support for the SDLP has stabilised. Candidates should demonstrate knowledge and understanding of the changes in support for the Party over the past fifteen years.

Candidates should also demonstrate knowledge of the causes of the SDLP's decline and this can include reference to the reasons for the growth in support for Sinn Fein. Examination of these reasons may then form the basis of a discussion of why the SDLP has had so much difficulty in recovering its former position.

Candidates may challenge the argument that the Party has failed to reverse its decline and point to evidence of the stabilisation of support.

Weaker answers will be unclear on the developments affecting the SDLP and will lack evidence. Stronger answers will display clear understanding and will present a range of evidence.

**Level 1 ([1]–[5])
(AO1; AO2; AO3)**

The candidate demonstrates little knowledge and understanding of the reasons for the SDLP's decline and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence. There is little analysis and evaluation of information, arguments and explanations. The quality of spelling, punctuation and grammar is inadequate. An argument, if present, is ill-informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary.

**Level 2 ([6]–[10])
(AO1; AO2; AO3)**

The candidate demonstrates basic knowledge and understanding of the reasons for the SDLP's decline but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. There is some basic analysis and evaluation of political information, arguments and explanations. The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary.

Level 3 ([11]–[15])

(AO1; AO2; AO3)

The candidate demonstrates mostly accurate knowledge and understanding of the reasons for the SDLP’s decline but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material. There is some limited analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited.

Level 4 ([16]–[20])

(AO1; AO2; AO3)

The candidate demonstrates full and accurate knowledge and understanding of the reasons for the SDLP’s decline and deploys this to answer the question. The answer contains relevant evidence and examples. There is sound analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached.

Level 5 ([21]–[25])

(AO1; AO2; AO3)

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the reasons for the SDLP’s decline and deploys this consistently to answer the question. A range of relevant evidence and examples are presented. There is thorough analysis of political information, arguments and explanations. Spelling, punctuation and grammar are of a high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached. Any other valid material will be rewarded appropriately.

**AVAILABLE
MARKS**

25

Total

50

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Rewarding Learning

ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2017

Government and Politics

Assessment Unit AS 2

assessing

The British Political Process

[CODE]

SPECIMEN

**MARK
SCHEME**

Section A

AVAILABLE
MARKS

The UK Executive and Legislature

- 1 Two marks for each function identified. Candidates may refer to chairing debates, controlling MPs, disciplining MPs, co-ordinating Parliamentary business or any other relevant function.

(AO1: 4 marks)

Any other valid material will be rewarded appropriately.

4

2 **Background**

Public Bill Committees continue to be attacked for their failure to effectively perform their principal function: the scrutiny of legislation. Criticisms that are most frequently made are that the committees are executive dominated, first because the government has a majority in each and second because the whips exercise strict control over them; the committees lack expertise and are only appointed for a single Bill; the government curtails discussions through the use of the guillotine; committee recommendations are often rejected. There are further criticisms made.

Level 1 ([1])

The candidate identifies a valid criticism with little or no development.

Level 2 ([2]–[3])

The candidate offers a limited explanation of a valid criticism. There will be some supporting evidence.

Level 3 ([4]–[5])

The candidate provides a full explanation of a valid criticism. Relevant evidence will support the response.

Apply criteria for each valid criticism.

(AO1: 2 × 5 marks)

Any other valid material will be rewarded appropriately.

10

3 (a) **Background**

The idea that the British Prime Minister is becoming more and more presidential and that the UK now has Prime Ministerial Government was first voiced over 40 years ago. Given that Clement Attlee ignored most of his Cabinet in taking the decision that Britain should have atomic weapons, the idea could have been put forward even earlier. The idea itself is that the PM is no longer “primus inter pares” but now dominates Cabinet and the idea of collective cabinet government is effectively defunct. Recent years have seen the growth of evidence to support such a conclusion with fewer and shorter cabinet meetings, the use of one-to-one meetings with ministers to determine policy, the growth of the PM’s office and the increase in special advisers being

just some of the reasons cited. There is evidence to suggest that the PM is not a president and cannot ignore cabinet. The role of their cabinets in bringing about the premature departure of both Thatcher and Blair supports such a conclusion. Candidates should also refer to the effects of coalition government on the powers of the PM.

Weaker answers will be limited in terms of argument and especially evidence. Stronger answers will display understanding of the issues and be able to support this with evidence.

**Level 1 ([1]–[6])
(AO1; AO2; AO3)**

The candidate demonstrates little knowledge and understanding of the factors affecting the powers of the Prime Minister and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence. There is little analysis and evaluation of information, arguments and explanations. The quality of spelling, punctuation and grammar is inadequate. An argument, if present, is ill-informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary.

**Level 2 ([7]–[11])
(AO1; AO2; AO3)**

The candidate demonstrates basic knowledge and understanding of the factors affecting the powers of the Prime Minister but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. There is some basic analysis and evaluation of political information, arguments and explanations. The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary.

**Level 3 ([12]–[16])
(AO1; AO2; AO3)**

The candidate demonstrates mostly accurate knowledge and understanding of the factors affecting the powers of the Prime Minister but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material. There is some limited analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited.

Level 4 ([17]–[21])**(AO1; AO2; AO3)**

The candidate demonstrates full and accurate knowledge and understanding of the factors affecting the powers of the Prime Minister and deploys this to answer the question. The answer contains relevant evidence and examples. There is sound analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached.

Level 5 ([22]–[26])**(AO1; AO2; AO3)**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the factors affecting the powers of the Prime Minister and deploys this consistently to answer the question. A range of relevant evidence and examples are presented. There is thorough analysis of political information, arguments and explanations. Spelling, punctuation and grammar are of a high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

26

3 (b) Background

Twenty years ago, the view that the Lords was of no value and should be abolished was frequently heard. Today, that opinion is heard much less frequently. This suggests that the reform of the Lords has made it a much more effective part of Parliament. Candidates should be aware of the functions performed by the Lords. They should also consider the view that the Lords is now performing its legislative, scrutiny and deliberative roles more effectively than it did in the past. Supporters argue that the modernisation of the composition of the Lords has resulted in it playing a much more useful part than in the past. Critics argue that the fundamental problems of the Lords remain: it is unrepresentative of the population; it has no democratic legitimacy; it has limited ability to check the power of the government.

Weaker answers will be limited in terms of understanding of the arguments about the Lords and will lack evidence. Stronger answers will display understanding of the issues and be able to support this with evidence.

Level 1 ([1]–[6])**(AO1; AO2; AO3)**

The candidate demonstrates little knowledge and understanding of the debate about the value of the House of Lords and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence. There is little analysis and evaluation of information, arguments and explanations. The quality of spelling,

punctuation and grammar is inadequate. An argument, if present, is ill-informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary.

**Level 2 ([7]–[11])
(AO1; AO2; AO3)**

The candidate demonstrates basic knowledge and understanding of the debate about the value of the House of Lords but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. There is some basic analysis and evaluation of political information, arguments and explanations. The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary.

**Level 3 ([12]–[16])
(AO1; AO2; AO3)**

The candidate demonstrates mostly accurate knowledge and understanding of the debate about the value of the House of Lords but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material. There is some limited analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited.

**Level 4 ([17]–[21])
(AO1; AO2; AO3)**

The candidate demonstrates full and accurate knowledge and understanding of the debate about the value of the House of Lords and deploys this to answer the question. The answer contains relevant evidence and examples. There is sound analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached.

**Level 5 ([22]–[26])
(AO1; AO2; AO3)**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the debate about the value of the House of Lords and deploys this consistently to answer the question. A range of relevant evidence and examples are presented. There is thorough analysis of political information, arguments and explanations. Spelling, punctuation and grammar are of a high standard. An argument is constructed which displays effective

communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

**AVAILABLE
MARKS**

26

Section B

AVAILABLE
MARKS

The United Kingdom Judiciary

- 4 The independence of the judiciary from executive control is central to its ability to check executive power. A number of mechanisms exist and candidates should choose one of these and explain how it promotes judicial independence. Candidates may refer to appointment; tenure; salary; political partisanship or any other relevant mechanism.

Level 1 ([1])

The candidate identifies a valid way with little or no development.

Level 2 ([2]–[3])

The candidate offers a limited explanation of a valid way. There will be some supporting evidence.

Level 3 ([4]–[5])

The candidate provides a full explanation of a valid way. Relevant evidence will support the response.

(AO1: 5 marks)

Any other valid material will be rewarded appropriately.

5

5 Background

In addition to its judicial functions, the judiciary has a political function that involves acting as a check upon executive power. There are a number of ways in which they can do so. Judicial Review occurs when, in response to a petition, a member of the judiciary decides if the executive has exceeded or abused its powers. The government must act upon a decision that challenges their policy. Judicial Inquiries involve a member of the judiciary conducting an investigation into an aspect of government policy and can result in extremely critical reports on the executive's behaviour. Judges may also make critical comments on executive policy and in this way they can hold the government to account.

Candidates should identify the ways in which the judiciary can perform the role of checking the executive and provide examples of how it has done so in practice. Weaker answers will be limited in range and evidence. Stronger answers will have a broader range.

Level 1 ([1]–[3])

(AO1; AO2; AO3)

The candidate demonstrates little knowledge and understanding of the judiciary's record in checking the executive and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence. There is little analysis and evaluation of information, arguments and explanations. The quality of spelling, punctuation and grammar is inadequate. An argument, if present, is ill-informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary.

**Level 2 ([4]–[6])
(AO1; AO2; AO3)**

The candidate demonstrates basic knowledge and understanding of the judiciary's record in checking the executive but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. There is some basic analysis and evaluation of political information, arguments and explanations. The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary.

**Level 3 ([7]–[9])
(AO1; AO2; AO3)**

The candidate demonstrates mostly accurate knowledge and understanding of the judiciary's record in checking the executive but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material. There is some limited analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited.

**Level 4 ([10]–[12])
(AO1; AO2; AO3)**

The candidate demonstrates full and accurate knowledge and understanding of the judiciary's record in checking the executive and deploys this to answer the question. The answer contains relevant evidence and examples. There is sound analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached.

**Level 5 ([13]–[15])
(AO1; AO2; AO3)**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the judiciary's record in checking the executive and deploys this consistently to answer the question. A range of relevant evidence and examples are presented. There is thorough analysis of political information, arguments and explanations. Spelling, punctuation and grammar are of a high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

Section C

AVAILABLE
MARKS

Pressure Groups in the UK

- 6 Pressure groups are frequently divided into insider and outsider groups. Outsider groups are those that lack close connections with the executive and with policy makers. They are, therefore, unable to directly influence those responsible for making decisions.

As a result, their tactics frequently involve trying to influence public opinion through some highly visible methods.

Level 1 ([1])

The candidate offers a basic explanation of what is meant by the term “outsider pressure group”.

Level 2 ([2]–[3])

The candidate offers a more developed explanation of what is meant by the term “outsider pressure group”. There will be some supporting evidence.

Level 3 ([4]–[5])

The candidate provides a full explanation of what is meant by the term “outsider pressure group”. Relevant evidence will support the response.

(AO1: 5 marks)

Any other valid material will be rewarded appropriately.

5

7 Background

While one view is that pressure groups play a vital role in ensuring that political systems are democratic and responsive to the wishes of citizens, an alternative view is that this is not the case. The reason for this is that some powerful groups are able to exercise far too much influence over policy makers to ensure that their interests are protected. Critics argue that many “insider” groups enjoy privileged access to policy makers and that this is not as a result of the strength of their popular support. Critics allege that wealth is often the key determinant of access, with the result that the voices and interests of other groups are ignored.

Candidates should identify the ways that groups can influence policy and should present the case that some groups exercise too much power, with supporting evidence.

Level 1 ([1]–[3])

(AO1; AO2; AO3)

The candidate demonstrates little knowledge and understanding of the argument that some groups have too much influence over government policy and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence. There is little analysis and evaluation of information, arguments and explanations.

The quality of spelling, punctuation and grammar is inadequate. An argument, if present, is ill-informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary.

Level 2 ([4]–[6])
(AO1; AO2; AO3)

The candidate demonstrates basic knowledge and understanding of the argument that some groups have too much influence over government policy but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. There is some basic analysis and evaluation of political information, arguments and explanations. The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary.

Level 3 ([7]–[9])
(AO1; AO2; AO3)

The candidate demonstrates mostly accurate knowledge and understanding of the argument that some groups have too much influence over government policy but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material. There is some limited analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited.

Level 4 ([10]–[12])
(AO1; AO2; AO3)

The candidate demonstrates full and accurate knowledge and understanding of the argument that some groups have too much influence over government policy and deploys this to answer the question. The answer contains relevant evidence and examples. There is sound analysis of political information, arguments and explanations. The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached.

Level 5 ([13]–[15])
(AO1; AO2; AO3)

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the argument that some groups have too much influence over government policy and deploys this consistently to answer the question. A range of relevant evidence and examples are presented. There is thorough analysis of political information, arguments and explanations. Spelling, punctuation and grammar are of a high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of

appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

Total

**AVAILABLE
MARKS**

15

60

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Rewarding Learning

ADVANCED

General Certificate of Education

2018

Government and Politics

Assessment Unit A2 1

Comparative Study

[CODE]
SPECIMEN

MARK
SCHEME

Option A: A Comparative Study of the Government and Politics of the United States of America (USA) and the United Kingdom (UK)

**AVAILABLE
MARKS**

Section A

The Government and Politics of the USA

- 1** The term gridlock is commonly used to refer to the situation where policy-making breaks down within the US system. This is as a result of disagreement between the branches of the federal system, most frequently between one of the Houses of Congress and the Presidency. Due to the system of Separation of Powers, it is possible for one branch of government to block the action of another, resulting in a situation of gridlock.

Level 1 ([1])

The candidate offers a basic explanation of what is meant by the term “gridlock”.

Level 2 ([2]–[3])

The candidate offers a more developed explanation of what is meant by the term “gridlock”. An example may be included to support the response. If no supporting example is given, a maximum of 3 marks can be awarded.

Level 3 ([4]–[5])

The candidate provides a full explanation of what is meant by the term “gridlock”. A relevant example will be used to support the response.

(AO1: 5 marks)

Any other valid material will be rewarded appropriately.

5

2 Background

Congress has a key role to play in confirming presidential appointments as part of the checks and balances built into the US political system. Perhaps the most well-known of these is the Senate’s role in confirming Supreme Court justices; certainly the power of the Senate has been clearly illustrated by the many occasions when Presidents have failed to get their first choice appointed due to the rigour of the Senate Judiciary Committee. In addition to this the Senate also confirms presidential nominees for the US Cabinet. The Senate also plays a role in confirming a range of other judicial nominations for the trial and appeals justices of the federal court and the highest ranking offices in the armed forces. Candidates will be expected to give a detailed account of how the appointment process works, the rationale behind it.

Level 1 ([1])

The candidate identifies a valid way with little or no development.

Level 2 ([2]–[3])

The candidate identifies a valid way and offers a more developed explanation.

Level 3 ([4]–[5])

The candidate identifies a valid way and provides a full explanation of a valid way.

Apply criteria for each valid way. One of the ways identified must come from the Item, the other from own knowledge.

(AO1: 5 × 2 marks)

Any other valid material will be rewarded appropriately.

3 Background

Lobbying is a major feature of the US political system, as demonstrated by the number of professional lobbyists and by the sums of money devoted to lobbying. Lobbying organisations use a wide variety of methods to seek to gain the support of Members of Congress. The greater independence of Members of Congress, their need to raise their own campaign funds and the relative lack of party loyalty and party discipline in the USA all create opportunities that lobbying organisations fully exploit. The fact that Representatives face re-election so frequently provides lobbying organisations with another opportunity.

Candidates should identify some of the reasons why pressure groups are able to influence members of Congress.

Level 1 ([1]–[3])

(AO1; AO2; AO3)

The candidate demonstrates limited knowledge and understanding of how groups are able to influence members of Congress and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar is inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([4]–[6])

(AO1; AO2; AO3)

The candidate demonstrates outline knowledge and understanding of how groups are able to influence members of Congress but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

**Level 3 ([7]–[9])
(AO1; AO2; AO3)**

The candidate demonstrates satisfactory knowledge and understanding of how groups are able to influence members of Congress but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. The quality of spelling, punctuation and grammar is satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

**Level 4 ([10]–[12])
(AO1; AO2; AO3)**

The candidate demonstrates sound knowledge and understanding of how groups are able to influence members of Congress and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

**Level 5 ([13]–[15])
(AO1; AO2; AO3)**

The candidate demonstrates an accurate, detailed and comprehensive knowledge and understanding of how groups are able to influence members of Congress and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

15

4 Background

The Item identifies a number of key areas where the principle of the Separation of Powers applies when it comes to foreign policy. It would appear that the President is severely constrained when it comes to the conduct of foreign policy. In reality, Presidents have been and are able to circumvent these constraints and have, in the “War on Terror”, been able

to virtually bypass Congressional constraints altogether. It is argued that Congress exercises even greater control over Presidents when it comes to domestic policy, with regular gridlock between the White House and Congress providing evidence to support this view.

Candidates should identify the factors that enable Congress to influence Presidential policy and should also identify the ways in which Presidents can overcome the limitations imposed on them.

Weaker answers will tend to rely upon the Item and provide little further evidence. Better answers will be balanced and will offer a range of evidence.

**Level 1 ([1]–[6])
(AO; AO2; AO3)**

The candidate demonstrates limited knowledge and understanding of the relationship between the President and Congress and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or contains no evidence or examples. There is little analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

**Level 2 ([7]–[12])
(AO1; AO2; AO3)**

The candidate demonstrates outline knowledge and understanding of the relationship between the President and Congress but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

**Level 3 ([13]–[18])
(AO1; AO2; AO3)**

The candidate demonstrates satisfactory knowledge and understanding of the relationship between the President and Congress but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. The quality of spelling, punctuation and grammar is satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

Level 4 ([19]–[24])**(AO1; AO2; AO3)**

The candidate demonstrates sound knowledge and understanding of the relationship between the President and Congress and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

Level 5 ([25]–[30])**(AO1; AO2; AO3)**

The candidate demonstrates an accurate, detailed and comprehensive knowledge and understanding of the relationship between the President and Congress and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

30

Section B

AVAILABLE
MARKS

A Comparative Study of the Government and Politics of the USA and the UK

5 Background

There are very significant differences between the cabinets in the USA and UK, arising from the fact that the US is a presidential system of government while the UK operates under the principle of cabinet government. One key difference is that in the UK the cabinet can effectively remove the Prime Minister but this does not occur in the United States. Policy decisions in the UK require the approval of cabinet but, once again, this is not a requirement in the US. The UK cabinet functions under the principle of collective responsibility but no such principle applies in the US. Other significant differences may also be identified.

Level 1 ([1])

The candidate identifies a valid difference with little or no development.

Level 2 ([2]–[3])

The candidate identifies a valid difference and offers a more developed explanation of the difference.

Level 3 ([4]–[5])

The candidate identifies a valid difference and provides a full explanation of the difference.

Apply criteria for each valid difference.

(AO1: 5 marks × 2)

Any other valid material will be rewarded appropriately.

10

6 (a) Background

One ingredient of a democratic political system is that the legislature should not be a puppet of the executive but should possess a strong degree of independence to act effectively. This theory seems to operate more in practice in the USA, largely because of the stricter application of the principle of separation of powers. The greater degree of party loyalty and discipline in Britain and the fact that the executive is part of the legislature in the UK also contribute to a much greater degree of executive control.

But this is not the complete picture. Executive dominance in the UK is never certain and Parliament has proven repeatedly that the government cannot treat it with contempt. The last decade has been a period of increased parliamentary independence.

It would also be wrong to underestimate the capacity of the executive in the US to manipulate and control Congress, especially when the same party is in control of both the White House and Congress.

Weaker answers will lack balance and have limited concrete evidence. Stronger answers will have more evidence and be better balanced.

**Level 1 ([1]–[6])
(AO1; AO2; AO3)**

The candidate demonstrates limited knowledge and understanding of executive control over the legislature in the USA and UK and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

**Level 2 ([7]–[12])
(AO1; AO2; AO3)**

The candidate demonstrates outline knowledge and understanding of executive control over the legislature in the USA and UK but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

**Level 3 ([13]–[18])
(AO1; AO2; AO3)**

The candidate demonstrates satisfactory knowledge and understanding of executive control over the legislature in the USA and UK but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is some analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

**Level 4 ([19]–[24])
(AO1; AO2; AO3)**

The candidate demonstrates sound knowledge and understanding of executive control over the legislature in the USA and UK and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

**Level 5 ([25]–[30])
(AO1; AO2; AO3)**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of executive control over the legislature in the USA and UK and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

30

6 (b) Background

It has been frequently argued that the legislative function of British MPs has been steadily eroded by the growing power of the executive over legislation. It is government that now controls the legislative agenda and the vast majority of laws are now those that the executive proposes. In this view, MPs are reduced to the role of 'rubber-stamping' legislation rather than being active legislators.

In contrast, Members of Congress are active legislators. The US executive is not able to control the legislative agenda and members of Congress are very much involved in initiating, amending and defeating legislation. However, it is important to note that there is a very high failure rate for legislation in the US and if effectiveness is to be judged in this way then members of Congress may not be such effective law makers.

Weaker answers will lack balance and have limited concrete evidence. Stronger answers will have more evidence and be better balanced.

**Level 1 ([1]–[6])
(AO1; AO2; AO3)**

The candidate demonstrates limited knowledge and understanding of the legislative powers of Members of Parliament and Members of Congress and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

**Level 2 ([7]–[12])
(AO1; AO2; AO3)**

The candidate demonstrates outline knowledge and understanding of the legislative powers of Members of Parliament and Members of Congress but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

**Level 3 ([13]–[18])
(AO1; AO2; AO3)**

The candidate demonstrates satisfactory knowledge and understanding of the legislative powers of Members of Parliament and Members of Congress but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

**Level 4 ([19]–[24])
(AO1; AO2; AO3)**

The candidate demonstrates sound knowledge and understanding of the legislative powers of Members of Parliament and Members of Congress and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate

points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

**Level 5 ([25]–[30])
(AO1; AO2; AO3)**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the legislative powers of MPs and Members of Congress and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

**AVAILABLE
MARKS**

30

Total

100

Option B: A Comparative Study of the Government and Politics of the Republic of Ireland and the United Kingdom (UK)

**AVAILABLE
MARKS**

Section A

The Government and Politics of the Republic of Ireland

- 1** The term brokerage is frequently used to describe the relationship between TDs and their constituents. The expectation in Irish political culture is that TDs will act as brokers on behalf of constituents. This means that they will act on behalf of voters in their dealings with government departments and officials. There are some very high profile examples of the extent of brokerage in Irish politics with even senior members of the government acting to resolve the most trivial matters on behalf of individual constituents.

Level 1 ([1])

The candidate offers a basic explanation of what is meant by the term “brokerage”.

Level 2 ([2]–[3])

The candidate offers a more developed explanation of what is meant by the term “brokerage”. An example may be included to support the response. If no supporting example is given, a maximum of 3 marks can be awarded.

Level 3 ([4]–[5])

The candidate provides a full explanation of what is meant by the term “brokerage”. A relevant example will be used to support the response.

(AO1: 5 marks)

Any other valid material will be rewarded appropriately.

5

2 Background

The Item refers to the Dáil “throwing out” a government proposal and, in practice, this means the Dáil voting by a majority to reject an aspect of government policy. The Dáil also has the power to throw out the government itself if it is defeated in a motion of No Confidence. In addition to these two very visible methods of exercising control, TDs are able to use a wide variety of other mechanisms to attempt to influence the government, including debates, motions, questions and backbench revolts.

Level 1 ([1])

The candidate identifies a valid way with little or no development.

Level 2 ([2]–[3])

The candidate identifies a valid way and offers a more development explanation.

Level 3 ([4]–[5])

The candidate identifies a valid way and provides a full explanation of a valid way.

Apply criteria for each way identified. One way must come from the Item.

(AO1: 2 × 5 marks)

Any other valid material will be rewarded appropriately.

AVAILABLE
MARKS

10

3 Background

The Irish judiciary has played a crucial role in changing the Irish constitution over the past forty years. The mechanism that allows senior judges to do this is judicial review which has been described as informal amendment to the constitution. The judiciary has ruled on many significant moral issues including contraception and the right to marital privacy, the definition of the family and, most crucially, the whole area of abortion.

Candidates should identify and explain the role of the judiciary in relation to a number of these issues.

Level 1 ([1]–[3])

(AO1; AO2; AO3)

The candidate demonstrates limited knowledge and understanding of the judiciary's role in amending the constitution on moral issues and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([4]–[6])

(AO1; AO2; AO3)

The candidate demonstrates outline knowledge and understanding of the judiciary's role in amending the constitution on moral issues but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

**Level 3 ([7]–[9])
(AO1; AO2; AO3)**

The candidate demonstrates satisfactory knowledge and understanding of the judiciary’s role in amending the constitution on moral issues but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

**Level 4 ([10]–[12])
(AO1; AO2; AO3)**

The candidate demonstrates sound knowledge and understanding of the judiciary’s role in amending the constitution on moral issues and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

**Level 5 ([13]–[15])
(AO1; AO2; AO3)**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the judiciary’s role in amending the constitution on moral issues and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

15

4 Background

The term “rubber stamp” when applied to a legislature implies that it is totally under the control of the executive, contrary to the principle of parliamentary sovereignty. This allegation has been frequently levelled at the Dáil and the Item gives two powerful reasons why this is so: the Dáil rarely throws out any government policies and rarely throws out a government. There are many reasons for this including the strong party

loyalty and discipline in the Irish system and the significance of brokerage and localism, meaning that TDs focus more on the needs of their constituents than holding the government to account.

The Item itself balances this judgement by noting that governments are careful to not propose anything that the Dáil will not accept. In addition, the Dáil has in recent years become a much more assertive institution and is playing a much greater role in challenging policies and governments.

Weaker answers will tend to rely upon the Item and provide little further evidence. Better answers will be balanced and will offer a range of evidence.

**Level 1 ([1]–[6])
(AO1; AO2; AO3)**

The candidate demonstrates limited knowledge and understanding of the relationship between the executive and the Dáil and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or contains no evidence or examples. There is little analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

**Level 2 ([7]–[12])
(AO1; AO2; AO3)**

The candidate demonstrates outline knowledge and understanding of the relationship between the executive and the Dáil but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

**Level 3 ([13]–[18])
(AO1; AO2; AO3)**

The candidate demonstrates satisfactory knowledge and understanding of the relationship between the executive and the Dáil but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

Level 4 ([19]–[24])**(AO1; AO2; AO3)**

The candidate demonstrates sound knowledge and understanding of the relationship between the executive and the Dáil and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached .

Level 5 ([25]–[30])**(AO1; AO2; AO3)**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the relationship between the executive and the Dáil and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

30

Section B

**AVAILABLE
MARKS**

**A Comparative Study of the Government and Politics
of the Republic of Ireland and the UK**

5 Background

There are very significant differences between Committees in the Dáil and in the Commons. The most obvious is that Committees in the Republic are joint committees comprised of members of both Houses. Candidates may refer to a range of other differences focusing upon the payment of committee members, methods of appointment of members, powers to summon witnesses and papers and the status accorded to committees.

Level 1 ([1])

The candidate identifies a valid differences with little or no development.

Level 2 ([2]–[3])

The candidate identifies a valid difference and offers a more developed explanation of the difference.

Level 3 ([4]–[5])

The candidate identifies a valid difference and provides a full explanation of the difference.

Apply criteria for each valid difference.

(AO1: 2 × 5 marks)

Any other valid material will be rewarded appropriately.

10

6 (a) Background

As both the UK and Irish systems of government are based upon the Westminster Model it is clear that there will be many similarities in the powers and roles of the British Prime Minister and Irish Taoiseach. The main differences arise because of the tendency of Irish governments in the past twenty years to be coalitions. This reality weakens the position of the Taoiseach in terms of appointment, Cabinet control and policy formulation. The effect of this has been to make recent Irish leaders more “chairmen” rather than “chiefs.” Without the limitations of coalition, British PMs have been much more dominant.

Opponents of this view would suggest that in many ways the British cabinet is something of a coalition and that this constrains the PM. It must be remembered that the most powerful PMs of the past thirty years, Thatcher and Blair, both went before they wanted to, because they had lost the support of their cabinets. Of course, more recently, the UK cabinet has been an actual coalition with obvious consequences for the power of the PM.

Weaker answers will lack balance and have limited concrete evidence. Stronger answers will have more evidence and be better balanced.

Level 1 ([1]–[6])**(AO1; AO2; AO3)**

The candidate demonstrates limited knowledge and understanding of the degree of Cabinet Government in the UK and Republic of Ireland and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([7]–[12])**(AO1; AO2; AO3)**

The candidate demonstrates outline knowledge and understanding of the degree of Cabinet Government in the UK and Republic of Ireland but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

Level 3 ([13]–[18])**(AO1; AO2; AO3)**

The candidate demonstrates satisfactory knowledge and understanding of the degree of Cabinet Government in the UK and Republic of Ireland but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

Level 4 ([19]–[24])**(AO1; AO2; AO3)**

The candidate demonstrates sound knowledge and understanding of the degree of Cabinet Government in the UK and Republic of Ireland and uses this to fully address the requirements of the

question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

**Level 5 ([25]–[30])
(AO1; AO2; AO3)**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the degree of Cabinet Government in the UK and Republic of Ireland and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

30

6 (b) Background

In both the UK and Ireland the criticism has often been levelled at MPs and TDs that they are little more than lobby fodder, meaning that they mindlessly obey the instructions of their party leadership. Rather than acting as independent elected representatives, MPs and TDs are subjected to rigid party discipline with the result that they ‘toe the line.’ It has been suggested that this is even more the case in Ireland where narrowness of government majorities has increased the pressure on TDs to be loyal. Reselection and the prospect of promotion are two other factors that weigh heavily with TDs. The same pressures apply to MPs but not to the same degree, it is argued. The evidence of this is the higher level of backbench revolt in the UK.

The alternative view is that this is an oversimplification. Some TDs are independents. Some party TDs are regular ‘loose cannons’ posing regular problems for party leaders. Rebellions in Ireland are more likely to occur at party meetings and are less visible. In recent years, the increased assertiveness of the Dáil and the growing number of independents has enhanced TDs role as law-makers.

Weaker answers will lack balance and have limited concrete evidence. Stronger answers will have more evidence and be better balanced.

**AVAILABLE
MARKS**

**Level 1 ([1]–[6])
(AO1; AO2; AO3)**

The candidate demonstrates limited knowledge and understanding of the record of MPs and TDs as law-makers and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

**Level 2 ([7]–[12])
(AO1; AO2; AO3)**

The candidate demonstrates outline knowledge and understanding of the record of MPs and TDs as law-makers but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

**Level 3 ([13]–[18])
(AO1; AO2; AO3)**

The candidate demonstrates satisfactory knowledge and understanding of the record of MPs and TDs as law-makers but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

**Level 4 ([19]–[24])
(AO1; AO2; AO3)**

The candidate demonstrates sound knowledge and understanding of the record of MPs and TDs as law-makers and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems.

Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

**Level 5 ([25]–[30])
(AO1; AO2; AO3)**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the record of MPs and TDs as lawmakers and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

30

Total

100

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Rewarding Learning

ADVANCED

General Certificate of Education

2018

Government and Politics

Assessment Unit A2 2

Political Power and Political Ideas

[CODE]

SPECIMEN

**MARK
SCHEME**

Section A

Factors involved in the exercise of power

- 1 A military dictatorship is when the armed forces within a country take direct control over the political institutions. They dispense with civilians, leaders and institutions (suspend the legislature, for example) and instead create a system where senior military leaders take decisions without democratic approval or scrutiny. Military dictatorships are characterised by high levels of coercion, absence of democratic accountability and suspension of civil rights.

Level 1 ([1])

The candidate offers a basic explanation of what is meant by the term “military dictatorship”.

Level 2 ([2]–[3])

The candidate offers a more developed explanation of what is meant by the term “military dictatorship”. An example may be included to support the response. If no supporting example is given, a maximum of 3 marks can be awarded.

Level 3 ([4]–[5])

The candidate provides a full explanation of what is meant by the term “military dictatorship”. A relevant example will be used to support the response.

(AO1: 5 marks)

Any other valid material will be rewarded appropriately.

5

2 **Background**

The Item identifies that one feature of an authoritarian regime is the abuse of human rights. Candidates should identify and explain this feature. Candidates may choose from a broad range of other features including use of coercion, denial or fixing of elections, control of the media, absence of rule of law.

Level 1 ([1])

The candidate identifies a valid feature with little or no development.

Level 2 ([2]–[3])

The candidate identifies a valid feature and offers a more developed explanation.

Level 3 ([4]–[5])

The candidate identifies a valid feature and provides a full explanation of the feature.

Apply criteria for each valid feature. One feature must come from the Item.

(AO1: 5 marks × 2)

**AVAILABLE
MARKS**

10

Any other valid material will be rewarded appropriately.

3 Background

Many authoritarian political systems appear to enjoy a degree of popular support. The absence of traditional methods of measuring this support make it impossible to quantify just how much does exist. The Item implies that one reason why such systems enjoy support is the stability they offer. In highly divided societies, sections of the population may be willing to accept a considerable degree of authoritarian control if the alternative is instability and conflict. Yet another reason is that an authoritarian system can give its citizens a level of prosperity that they feel they may not enjoy under other types of political system. Rising prosperity, generating a substantial middle class, is a related factor. Candidates may refer to a broad range of other factors including political culture, religious factors, external and internal political threats to the state.

Level 1 ([1]–[4])

(AO1; AO2; AO3)

The candidate demonstrates limited knowledge and understanding of the reasons why citizens may support an authoritarian system and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([5]–[8])

(AO1; AO2; AO3)

The candidate demonstrates outline knowledge and understanding of the reasons why citizens may support an authoritarian system but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

Level 3 ([9]–[12])

(AO1; AO2; AO3)

The candidate demonstrates satisfactory knowledge and understanding of the reasons why citizens may support an authoritarian system but there are some gaps in this knowledge and understanding. The

response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

**Level 4 ([13]–[16])
(AO1; AO2; AO3)**

The candidate demonstrates sound knowledge and understanding of the reasons why citizens may support an authoritarian system and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

**Level 5 ([17]–[20])
(AO1; AO2; AO3)**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the reasons why citizens may support an authoritarian system and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

20

Section B

AVAILABLE
MARKS

Theories of Power

- 4 The term ruling class forms part of the vocabulary of Marxists when analysing the distribution of political power. Marxists use the term to describe when those who dominate the ownership of the means of production consequently have control over the political system and the state. As a result, they are able to ensure that state policies work to their advantage.

Level 1 ([1])

The candidate offers a basic explanation of what is meant by the term “ruling class”.

Level 2 ([2]–[3])

The candidate offers a more developed explanation of what is meant by the term “ruling class”. There will be some supporting evidence.

Level 3 ([4]–[5])

The candidate provides a full explanation of what is meant by the term “ruling class”. Relevant evidence will support the response.

(AO1: 5 marks)

Any other valid material will be rewarded appropriately.

5

5 (a) Background

Elite Theory, in all its forms, suggests that elite rule is inevitable and that an “Iron Law of Oligarchy” operates in all political structures. There may be a “circulation of elites” but what remains constant is that the few dominate power. Elites frequently disguise their power by claiming to be democratic but this is a sham. Candidates should refer to a range of elite theorists and support their discussion with relevant evidence.

Pluralist critics of Elite Theory argue that democracy is achievable and is in fact the reality in many societies. While not ideal, western liberal democracy has brought popular control over the state and human rights to many nations. Marxists believe that democracy is possible in a socialist society where the inequalities of wealth no longer exist making equal access to power possible. Feminists would accuse Elite Theory of legitimising patriarchal structures and elite male rule by suggesting that it is ‘inevitable’.

Weaker answers will display only a limited grasp of the issue and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence.

**Level 1 ([1]–[7])
(AO1; AO2; AO3)**

The candidate demonstrates limited knowledge and understanding of the Elite and other theories of power and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

**Level 2 ([8]–[14])
(AO1; AO2; AO3)**

The candidate demonstrates outline knowledge and understanding of the Elite and other theories of power but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

**Level 3 ([15]–[21])
(AO1; AO2; AO3)**

The candidate demonstrates satisfactory knowledge and understanding of the Elite and other theories of power but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

**Level 4 ([22]–[28])
(AO1; AO2; AO3)**

The candidate demonstrates sound knowledge and understanding of the Elite and other theories of power and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. A cogent and

coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

Level 5 ([29]–[35])

(AO1; AO2; AO3)

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the Elite and other theories of power and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

35

5 (b) Background

It is Feminists who assert that most, if not all, political systems are patriarchal. By this they mean that they are dominated by men and act largely in the interests of men. Feminists can point to a wealth of evidence to support this conclusion: the make-up of parliaments, of governments, of senior ranks of the state institutions. It is argued by Feminists that men use their control over power to maintain their dominance and to preserve the subordination and oppression of women. Candidates should examine the contribution of a range of feminist theorists and present evidence that supports the feminist analysis.

Critics would argue that they are guilty of ignoring the gender revolution that is underway in many political systems; that Feminism is a conspiracy theory; that female inequality owes something to the decisions and actions of women themselves. Evidence that challenges the Feminist analysis should be discussed.

Weaker answers will display only a limited grasp of the issue and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence.

Level 1 ([1]–[7])

(AO1; AO2; AO3)

The candidate demonstrates limited knowledge and understanding of the Feminist analysis of political power and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between

political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([8]–[14])
(AO1; AO2; AO3)

The candidate demonstrates outline knowledge and understanding of the Feminist analysis of political power but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

Level 3 ([15]–[21])
(AO1; AO2; AO3)

The candidate demonstrates satisfactory knowledge and understanding of the Feminist analysis of political power but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

Level 4 ([22]–[28])
(AO1; AO2; AO3)

The candidate demonstrates sound knowledge and understanding of the Feminist analysis of political power and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

Level 5 ([29]–[35])
(AO1; AO2; AO3)

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the Feminist analysis of political power and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples

are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

Total

**AVAILABLE
MARKS**

35

75

Section A

Texts

- 1 This statement refers to Burke’s organic analogy in which he compares society to a living organism. It is this view that leads Burke to oppose revolutionary change in favour of more gradual evolution on the basis of tried and tested principles. It is therefore central to his Conservative analysis.

Level 1 ([1])

The candidate offers a basic explanation of what is meant by “preserving the method of nature in the conduct of the state”.

Level 2 ([2]–[3])

The candidate offers a more developed explanation of what is meant by “preserving the method of nature in the conduct of the state”. An example may be included to support the response. If no supporting example is given, a maximum of 3 marks can be awarded.

Level 3 ([4]–[5])

The candidate provides a full explanation of what is meant by “preserving the method of nature in the conduct of the state”. A relevant example will be used to support the response.

(AO1: 5 marks)

Any other valid material will be rewarded appropriately.

5

2 **Background**

In *Reflections* Burke attacks the French Revolutionaries for the ways in which they sought to dramatically change France. By completely repudiating and abandoning all the customs, institutions and traditions of the past, the Revolutionaries had done exactly the opposite of what they should have. Burke did not oppose change, either in France or in Britain. However, that change must be gradual and must be based upon experience of what worked and what did not. This experience was embodied in traditions and institutions and these, therefore, should be respected. They should be the guide to whatever change was needed. Just as a living organism evolves gradually so must societies. Revolutionary change could only result in disaster.

Level 1 ([1]–[3])

The candidate offers a basic explanation of Burke’s view of change. There is limited or no use of the Item or own knowledge.

Level 2 ([4]–[7])

The candidate offers a more developed explanation of what is meant by Burke’s view of change. There is some use of the Item or own knowledge. If no reference to the Item is made a maximum of 7 marks can be awarded.

Level 3 ([8])–[10])

The candidate provides a full explanation of what is meant by Burke’s view of change. There is good use of the Item and own knowledge.

(AO1: 10 marks)

Any other valid material will be rewarded appropriately.

3 Background

Building upon the account of Burke’s view of change, outlined in response to Question 2, candidates should explain how critics attack this view. It is often argued that his ideas are largely a defence of political systems that corrupt, unequal and unfair. Liberal critics would assert that Burke’s ideas would merely result in social stagnation. Socialist critics would argue that Burke is a spokesperson for the ruling class, determined to maintain the status quo. Others have attacked Burke for inconsistency: he supported the actions of the American Revolutionaries but, paradoxically, condemned the French.

Level 1 ([1])–[4])

(AO1; AO2; AO3)

The candidate demonstrates limited knowledge and understanding of Burke’s view of social change and how it has been criticised and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

Level 2 ([5])–[8])

(AO1; AO2; AO3)

The candidate demonstrates outline knowledge and understanding of Burke’s view of social change and how it has been criticised but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

Level 3 ([9])–[12])

(AO1; AO2; AO3)

The candidate demonstrates satisfactory knowledge and understanding of Burke’s view of social change and how it has been criticised but there are some gaps in this knowledge and understanding. The response makes

a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

**Level 4 ([13]–[16])
(AO1; AO2; AO3)**

The candidate demonstrates sound knowledge and understanding of Burke’s view of social change and how it has been criticised and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

**Level 5 ([17]–[20])
(AO1; AO2; AO3)**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of Burke’s view of social change and how it has been criticised and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

20

Section B

AVAILABLE
MARKS

Ideologies

- 4 In the context of political theory, the term limited government refers to the idea that limitations need to be placed on the power of the state to interfere in the life of the individual. This idea has a very long history but is most associated with the liberal tradition. It arose in response to the existence of absolutist monarchies and the absence of individual liberties and it continues to be central to political analysis to this day.

Level 1 ([1])

The candidate offers a basic explanation of what is meant by the term “limited government”.

Level 2 ([2]–[3])

The candidate offers a more developed explanation of what is meant by the term “limited government”. There will be some supporting evidence.

Level 3 ([4]–[5])

The candidate provides a full explanation of what is meant by the term “limited government”. Relevant evidence will support the response.

(AO1: 5 marks)

Any other valid material will be rewarded appropriately.

5

5 (a) Background

It would be incorrect to assume that equality is a concept on which Socialists have a monopoly. Liberals also have asserted the importance of equality: it was, for example, one of the watchwords of the French Revolutionaries. For Liberals, equality meant equality of rights and an end to some sections of society having rights and privileges denied to others. Paine’s Rights of Man was a demand for equal rights for all. Liberals also argued that the rule of law should apply equally to all and that none should be above the law. This was the Classical Liberal view of equality.

Modern Liberals shared the Classical analysis but came to add the idea of equality of opportunity. This then led them to support state intervention to promote this form of equality.

Socialist critics of the Liberal idea of equality would argue that neither equal rights nor equality of opportunity will resolve the fundamental inequalities of wealth and power that exist in capitalist societies. Conservatives would argue that inequality based upon merit is both an inevitable and positive feature of society. Feminists would criticise Liberals for too often being blind to gender inequality.

Weaker answers will display only a limited grasp of the issue and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence.

**Level 1 ([1]–[7])
(AO1; AO2; AO3)**

The candidate demonstrates limited knowledge and understanding of the Liberal view of equality and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

**Level 2 ([8]–[14])
(AO1; AO2; AO3)**

The candidate demonstrates outline knowledge and understanding of the Liberal view of equality but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

**Level 3 ([15]–[21])
(AO1; AO2; AO3)**

The candidate demonstrates satisfactory knowledge and understanding of the Liberal view of equality but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

**Level 4 ([22]–[28])
(AO1; AO2; AO3)**

The candidate demonstrates sound knowledge and understanding of the Liberal view of equality and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling,

punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

Level 5 ([29]–[35])
(AO; AO2; AO3)

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the Liberal view of equality and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

35

5 (b) Background

As equality is generally associated with Socialist thought, the concept of liberty is generally seen as being a Liberal one. However, Socialists are also concerned with liberty but are generally critical of the Liberal notion for failing to deliver true freedom. For Socialists, freedom consists of being free from the exploitation and need that the vast majority are condemned to under capitalism. For Revolutionary Socialists, this can only be achieved through the eradication of capitalism itself. Only under a socialist system can real equality exist. Reformist Socialists believe that it is possible to reform capitalism in such a way that freedom from want and poverty can be achieved.

Critics of Revolutionary Socialism generally point to the evidence of communist states to support their argument that state socialism has resulted in the most appalling denial of liberty. Reformist Socialism has also been attacked on the grounds that it too proposes a degree of state control that threatens liberty: this is the argument of Libertarian Conservatives.

Weaker answers will display only a limited grasp of the issue and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence.

Level 1 ([1]–[7])
(AO1; AO2; AO3)

The candidate demonstrates limited knowledge and understanding of the Socialist view of freedom and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements

and/or includes no evidence or examples. There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are inadequate. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited.

**Level 2 ([8]–[14])
(AO1; AO2; AO3)**

The candidate demonstrates outline knowledge and understanding of the Socialist view of freedom but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided. There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems. Spelling, punctuation and grammar are limited. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary.

**Level 3 ([15]–[21])
(AO1; AO2; AO3)**

The candidate demonstrates satisfactory knowledge and understanding of the Socialist view of freedom but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided. There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems. Spelling, punctuation and grammar are satisfactory. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary.

**Level 4 ([22]–[28])
(AO1; AO2; AO3)**

The candidate demonstrates sound knowledge and understanding of the Socialist view of freedom and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made. There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems. Spelling, punctuation and grammar are generally good. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached.

**Level 5 ([29]–[35])
(AO1; AO2; AO3)**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the Socialist view of freedom and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively. There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems. Spelling, punctuation and grammar are of a consistently high standard. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide ranging use of appropriate political vocabulary and a clear and logical conclusion is reached.

Any other valid material will be rewarded appropriately.

Total

**AVAILABLE
MARKS**

35

75

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INVESTORS
IN PEOPLE

