



**General Certificate of Education**

**Government and Politics  
1151/2151**

**GOVP1      People, Politics and Participation**

**Mark Scheme**

**Specimen mark scheme for examinations in June 2010 onwards**  
**This mark scheme uses the [new numbering system](#)**

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

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

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*Dr Michael Cresswell*, Director General.

## **CRITERIA FOR MARKING AS/A2 GOVERNMENT AND POLITICS**

### **Introduction**

AQA's revised Government and Politics specification has been designed to be objectives-led in that questions are set which address the assessment objectives published in the specification. The assessment objectives for A Level and AS are the same, but the weightings are different at AS and A2. Details of the weightings are given in Section 4.2 of the specification.

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

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

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

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

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

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

Examiners should initially make a decision about which Level any given response should be placed in. Having determined the appropriate Level the examiners must then choose the precise mark to be given within that Level. In making a decision about a specific mark to award, it is vitally important to think first of the mid-range within the Level, where that Level covers more than two marks. Comparison with other candidates' responses to the same question might then suggest whether the middle mark is unduly generous or severe.

In making decisions away from the middle of the Level, examiners should ask themselves questions relating to candidate attainment, including the quality of language. The more positive the answers, the higher should be the mark awarded. We want to avoid 'bunching' of marks.

Levels mark schemes can produce regression to the mean, which should be avoided. A candidate's script should be considered by asking 'Is it:

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

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

**AS GOVERNMENT AND POLITICS**

**GENERIC MARK SCHEME for questions with a total of 5 marks**

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

**AS GOVERNMENT AND POLITICS**  
**GENERIC MARK SCHEME for questions with a total of 10 marks**

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

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

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

## AS GOVERNMENT AND POLITICS

### GENERIC MARK SCHEME for questions with a total of 25 marks

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



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

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

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

**Topic 1 Participation and Voting Behaviour****Total for this topic: 40 marks**

(01) Explain the term *partisan alignment* used in the extract.

*(5 marks)*

It is likely that most candidates will be able to define partisan alignment in terms of the strong ties that once existed between certain groups of voters and individual parties. Candidates may introduce the phrase 'party identification' as part of their explanation or make reference to the relationship between class alignment and partisan alignment – as the extract does.

There is enormous scope for candidates to bring in their own knowledge in answering this question. Some may offer evidence from specific general elections as a way of demonstrating the high levels of alignment that have existed at certain points in time. Others might opt to focus on the decline of partisan alignment in recent years, touching on the rise of short-term influences on voting behaviour, eg issue voting, or voting based on the image of the party leader as opposed to the party, as mentioned in the extract.

(02) Using your own knowledge as well as the extract, explain how party leaders have become more central to the election campaign.

*(10 marks)*

Most candidates will be able to identify two or more factors from those identified in the stimulus material. These include: the extent to which public dissatisfaction can affect the popularity of the party; the increased emphasis on the personality and background of the leader in party political broadcasts, mail shots and billboards; and the extent to which the mass media focuses on the party leaders to the exclusion of other leading figures. Candidates must also make use of their own knowledge, either to identify factors not mentioned in the extract (eg the leader's role in overseeing the production of the manifesto and setting the agenda for the campaign) and/or to provide appropriate examples with which to illustrate those factors drawn from the extract.

As the trend identified in the question is a relatively recent one, it is likely that most examples used by candidates will be drawn either from the latter half of the twentieth century or the opening decade of the twenty-first. In terms of electoral prospects, candidates may choose to focus on the extent to which Tony Blair's leadership of the Labour Party had an impact on his party's electoral prospects: initially in a positive way (eg in 1997) and later less so (eg 2005). Such responses may focus on the way in which Blair's decision to take the UK to war in Iraq had an impact not only on his own credibility but also on his party's electability. Others may make reference to the role Margaret Thatcher played in campaigns between 1979 and 1987.

Candidates considering the extent to which party leaders set the agenda during the campaign could make reference to William Hague's decision to focus the 2001 campaign on the possibility that the UK might join the Euro-zone ('seven days to save the pound'), a ploy that failed to win over disaffected former Tory voters. References to party political broadcasts and other material produced by the parties could refer to John Major's 'back to Brixton' ad in the 1992 campaign, or the 'question of trust' ads used by the Conservatives against Blair in 1997. Though it is unlikely that many candidates will have the empirical evidence to back up the fact that the media tends to focus more on the party leaders, those who are able to deploy examples illustrating this point should be credited fully, eg Tony Blair was quoted 317 times on TV and

radio news in the 2005 campaign, 23% more than the totals for all other Labour politicians combined.

In order to achieve the higher levels at AO1 and AO2 candidates will be expected to address two or more of the ways in which leaders have become more central to the election campaign. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary (eg approval ratings, mass media, charismatic authority etc).

<p>(03) Consider the extent to which short-term factors are now far more important than long-term factors in shaping voting behaviour. <span style="float: right;"><i>(25 marks)</i></span></p>
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Responses at all levels are likely to distinguish between long-term (primacy) factors and short-term (recency) factors. Most candidates will be able to offer examples of each, with social class, age, gender, region, and party identification most likely to be used as example of long-term factors, and issues, the leading personalities, campaigns, and the media likely to be advanced as short-term influences.

Lower levels of response may consist of little more than lists of short-term factors, with little development and few, if any, examples. Such responses are unlikely to move beyond the lower levels on AO1 or AO2. Mid-level responses are more likely to provide examples in support of some or all of the influences on voting behaviour identified, eg statistics on class and voting from 2005, or a discussion of the impact of the 'Falklands Factor' or the 'Blair/Iraq Factor' in the general elections of 1983 and 2005 respectively.

In order to achieve the higher levels on AO2 candidates will need to address the terms of the question explicitly by weighing up the relative influence of short-term and long-term factors. At the top level candidates are likely to acknowledge the relative assessment over time at the heart of the question ('are now far more important') by showing an awareness that long-term factors were once seen as pre-eminent.

Candidates may choose to approach the question in a more theoretical way by identifying and assessing the validity of a range of different voting models. Knowledge of such models, where accurate, should be credited fully on AO1 but should only be rewarded at the higher levels on AO2 where it is explicitly related back to the terms of the question. Candidates who offer rote-learned answers on voting models are therefore unlikely to reach the higher levels on AO2.

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

**Topic 2 Electoral Systems****Total for this question: 40 marks**

(04) Explain the term *direct democracy* used in the extract.

*(5 marks)*

The majority of candidates are likely to define **direct** democracy by comparing it to the **representative** form, by making reference to the Athenian model, or by simply taking the term as being analogous to 'referendums'. All three approaches have some merit, though the latter will probably score less highly when offered in isolation.

Higher level responses will demonstrate a theoretical understanding of the term (eg noting the desire to provide citizens with a greater input into the decision-making process), alongside a practical knowledge of how or when this might be done (eg by the means of a referendum, in respect of major constitutional changes). Accurate and appropriate examples will be needed at the top level.

(05) Using your own knowledge as well as the extract, identify **and** explain **two** advantages of the form of representative democracy found in the UK.

*(10 marks)*

It is likely that responses at all levels will include an explicit understanding of what representative democracy is. A basic definition is provided in the extract. Any explanation or amplification of this definition should be credited, where accurate, on AO1. Candidates will not be expected to discuss at length the origins of representative democracy in the UK. Lengthy narrative passages on this theme are likely to be limited to the lower levels on AO2.

That aside, most candidates will be able to identify the two advantages that are identified in the stimulus material. These are: firstly, that the size of the modern state makes it necessary to entrust decision-making to a smaller group of elected politicians; and secondly, that MPs can do what is necessary even where it is unpopular with the majority, because they are elected to use their judgement. Candidates must make use of their own knowledge, either to identify factors not mentioned in the extract (eg that the government is better informed and better placed to make difficult decisions than most citizens) and/or to provide appropriate examples with which to illustrate those factors drawn from the extract, eg that our representatives do not re-introduce the death penalty or halve the rate of income tax, even though the majority of citizens would favour such moves.

Stronger responses will see the candidates developing more complex themes, eg that a representative form of democracy gives government the freedom to plan for the long term, thereby allowing for the kind of 'joined-up government' that will benefit the majority, rather than being forced to pander to the immediate, often contradictory, needs of an often ill-informed citizenry.

In order to achieve the higher levels at AO1 and AO2 candidates will be expected to identify and offer developed analysis of two distinct advantages of the form of representative democracy present in the UK. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary (eg manifesto, electoral mandate, joined-up government, political agenda, etc).

(06) 'The UK would benefit greatly from the wider use of referendums.' Discuss. (25 marks)

Responses at all levels are likely to demonstrate understanding of what referendums are, together with a knowledge, however limited, of how such devices have been used in the UK in recent years. Many candidates will refer to Clement Attlee's oft-cited views on referendums (eg that they are devices 'alien to our traditions'); some may try to explain precisely what Attlee meant and why he took this view. Much of this can be credited on AO1, with the latter, more analytical point, worthy of greater credit on AO2.

Thereafter, candidates should identify and develop a number of arguments for and/or against the proposition. Arguments in favour might include: the desirability of encouraging greater political participation (particularly in the light of low turnouts in general elections); the ability to focus or renew the mandate on a particular issue; the way in which such devices can be used to legitimise major constitutional changes. Arguments against may include: the fact that most issues are too complicated to be reduced to a simple yes/no question; that referendums undermine representative democracy; the fact that they can result in democratic overload or voter fatigue; that low turnouts undermine the legitimacy of results; or the fact that governments tend to call referendums only where they want to avoid making a decision or where they feel confident that they will get the result that they are looking for.

Weaker responses on AO1 and AO2 may simply list numerous arguments for and against the wider use of referendums, without offering explanation of or supporting examples in support of any. Stronger responses on AO2 will develop each point fully, offering appropriately drawn examples from the candidate's own knowledge (AO1). Candidates are expected to be able to demonstrate a good working knowledge of referendums that have taken place in the UK, particularly those since New Labour came to power in 1997. In the case of most responses, non-UK examples (eg those from Switzerland, Eire or various US states) are more likely to be credited where they are used to illustrate a point which cannot be effectively made through reference to UK examples alone.

Top level responses on AO2 and AO3 are likely to be characterised by a more explicit focus on the question of whether or not the UK would in fact benefit from the wider use of referendums. In doing so, candidates may choose to enter into a discussion on those types of questions that might usefully be put to a public vote and what benefits such votes would bring to the UK. In this context, an awareness of the experience of referendums outside the UK, though not required, will be more worthy of credit.

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

**Topic 3 Political Parties****Total for this question: 40 marks**

(07) Explain the term *constituency parties* used in the extract.

*(5 marks)*

Candidates should be able to identify constituency parties as the main local unit of both the Conservative and Labour parties. Higher level responses may incorporate more developed political vocabulary, eg referring to the Constituency Labour Party (CLP) or Conservative Association (CA) in each constituency.

Candidates may develop their explanation of the term by touching on one or more of the functions commonly performed by constituency parties (eg candidate selection, fund raising, canvassing). The extract makes mention of constituency parties raising issues for debate at party conferences, implying that such constituency-based motions have the potential to cause embarrassment to the national party leadership.

(08) Using your own knowledge as well as the extract, outline the different roles performed by the annual party conferences held by major UK parties.

*(10 marks)*

Most candidates will be able to identify at least two roles that are performed by the annual party conferences. The extract makes mention of the debates held, often on controversial topics. It also makes reference to the respective roles of the Conservative and Labour Party conferences in shaping party policy. From their own knowledge, candidates may focus on the conference as a media spectacle, designed to project an image of party unity and create the impression that the party is 'fit for government'. Candidates may also refer to the way in which the conferences should provide a means by which those at the top of the party can be held to account by rank-and-file members.

The examples which can be used to illustrate and develop these points are numerous. The legendary standing ovations given to Margaret Thatcher at Conservative conferences could be used to illustrate the role of such annual jamborees in projecting an image of party unity, publicly at least. Higher level responses might consider the negative impact of the Labour conferences of the 1980s – not least with the adoption of the 1983 manifesto – before considering the way in which Tony Blair sought to sanitise such events by developing party policy away from the conference floor.

Some candidates may argue that the Labour Party conferences now have few meaningful roles, beyond courting the media. Such conclusions are worthy of credit when they come at the end of a thorough assessment of supposed roles.

In order to achieve the higher levels at AO1 and AO2 candidates will be expected to address two or more of the roles commonly performed by party conferences in the UK. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary (eg party-unity, media-management, accountability, policy-making, etc).

**NB:** Although the extract focuses entirely on the Labour Party and Conservative Party conferences, relevant and accurate references to the LibDem's annual conference – though not required – will be credited fully.

(09) 'Individual party members have little or no power within the main UK political parties.'  
Assess the accuracy of this view. (25 marks)

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

Weaker responses may simply echo the extract by focusing entirely on the role of the party conferences. Such material can be credited where the focus is clearly on the distribution of power within parties, rather than simply repeating the material on conference roles offered in answer to question 'b'.

Stronger responses will identify areas in which members might reasonably be expected to have a role, before examining each one in turn. Three obvious areas for discussion would be the development of party policy, the selection of parliamentary candidates, and the choice of party leader. Candidates would not necessarily have to cover all three areas in order to access the higher levels on the mark scheme.

Candidates who focus entirely on the power held by senior party members (e.g. leader, cabinet/shadow cabinet), without examining the role played by the 'rank and file' membership will be limited to Level 2 on AO1 and AO2.

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

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

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

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

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



**Topic 4 Pressure Groups and Protest Movements****Total for this question: 40 marks**

(10) Explain the term *access points* used in the extract.

*(5 marks)*

It is likely that most candidates will be able to define access points as the various points within the UK political system where pressure groups can exert influence, ie 'points of leverage'. The extract refers to access points in the context of the additional points of leverage afforded by UK membership of the European Union, particularly in light of the way in which the scope and extent of EU power has grown in recent years.

At the lower levels of response, candidates may well start and end with such a definition. Similarly, some candidates may take the extract as their lead and write an answer which is overly narrow in focus, ie concentrating entirely on access points at EU level. Higher level responses will provide greater breadth and development, perhaps by introducing one or more examples, eg consultation with government departments, lobbying parliament, making submissions to the European Commission.

(11) Using your own knowledge as well as the extract, identify **and** explain **two** reasons why pressure groups might wish to lobby at the European level.

*(10 marks)*

Most candidates will be able to identify two reasons why pressure groups may wish to lobby at a European level. The extract refers to the fact that such action is particularly likely where the group is faced with an unsympathetic national government, or where the groups chosen cause or sectional interest is, by its very nature, supranational. Candidates may base their discussion around these two points, using their own knowledge to add detail and examples, or introduce reasons not alluded to in the extract, eg the EU's position as an additional, as opposed to simply alternative access point for many groups, or the fact that the cost of maintaining an EU headquarters gives wealthy business groups an advantage over poorer cause groups when lobbying at a European level.

Suitable examples are numerous. The extract refers to COPA-COGECA, a Eurogroup representing agricultural interests. Candidates may also make reference to other groups which operate at a European level such as Greenpeace, perhaps referring to the group's multi-faceted campaign against Shell UK's plan to dump the Brent Spar in the North Atlantic. Stronger responses may recognise that it is not only the biggest or the strongest groups who seek to lobby the European Union; eg Surfers Against Sewage campaigned for tougher EU controls on water quality. Candidates may demonstrate a more developed understanding of what lobbying at the European level actually means by looking at how and why groups might look to influence specific EU institutions, eg the European Commission, the Council of Ministers or the European Court of Justice (not to be confused with the European Court of Human Rights).

In order to achieve the higher levels at AO1 and AO2 candidates will be expected to identify and offer developed explanation of two distinct reasons why pressure groups might seek to lobby at EU level. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary (eg Eurogroups, subsidiarity, globalisation, etc).

(12) 'Pressure group activity in the UK presents a major threat to democracy.' Evaluate the arguments in favour of this view. (25 marks)

This question demands an examination of the extent to which pressure groups in the UK can be considered anti-democratic. Though candidates who begin their answers with lengthy definitions or descriptions of democracy can be credited on AO1, where the material presented is accurate, they will only achieve the higher levels on AO2 where this introductory material is explicitly linked to the question set.

At the lower levels on AO1 and AO2 candidates are likely to simply offer generic lists of arguments for and against pressure groups, or set out the arguments in favour of the view that pressure groups threaten democracy without making any attempt to evaluate the arguments presented. Stronger responses will identify two or more arguments in favour of the view offered and then critically examine each one in turn. Answers at the higher levels will see candidates selecting appropriate examples from their own knowledge, both to support and to challenge the arguments presented.

Candidates have a wide range of arguments from which to choose when planning their response to this question. Some may take a more theoretical line, arguing that pressure group politics is dominated by elites, thus undermining the view that the UK is a pluralist democracy. Such arguments may be backed up by reference to inequalities in group resources (human or material) or to the privileged status given to some core insider groups. Candidates may question the extent to which pressure groups are themselves internally democratic and the implications that this might have for group legitimacy. Candidates may also argue that the rise of small, single-issue, direct action groups in recent years has obstructed the work of popularly elected governments. In this context, the campaign against Huntingdon Life Sciences may be offered as an example of a group targeting citizens who are going about their lawful business. Candidates may choose to explore the debate over whether groups are really engaged in misleading the government and the general public, as opposed to providing expertise and public education.

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

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**ASSESSMENT OBJECTIVES GRID**

<b>A2 Assessment Objective</b>	<b>Marks allocated by Assessment Objective 5-mark question</b>	<b>Marks allocated by Assessment Objective 10-mark question</b>	<b>Marks allocated by Assessment Objective 25-mark question</b>	<b>Total Marks by Assessment Objective</b>
<b>AO1</b>	<b>5</b>	<b>4</b>	<b>11</b>	<b>20</b>
<b>AO2</b>	<b>0</b>	<b>4</b>	<b>8</b>	<b>12</b>
<b>AO3</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>8</b>
<b>Total</b>	<b>5</b>	<b>10</b>	<b>25</b>	<b>40</b>