



**General Certificate of Education**

**Government and Politics  
1151/2151**

**GOVP2      Governing Modern Britain**

**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 The British Constitution****Total for this question: 40 marks**

(01) Explain the term *judicial independence* used in the extract.

*(5 marks)*

The extract refers to judicial independence as an essential feature of democratic political systems. Most candidates will refer to the independence of the judiciary from other branches of government (executive and legislative).

Middle level candidates may explain the link between judicial independence and related concepts such as separation of powers. Answers that draw contrasts/comparisons with other political systems (eg USA) should be rewarded but top marks are possible without this. For levels 3 and 4 answers should normally develop their explanation by giving relevant information about elements of judicial independence in Britain (eg appointment, security of tenure) and potential conflicts with strict judicial independence (eg roles of Minister of Justice; Attorney General).

(02) Using your own knowledge as well as the extract, explain why the absence of a codified constitution in the UK has traditionally resulted in judges having a limited role in interpreting the constitution.

*(10 marks)*

The extract explains that judges in Britain, unlike those in USA, have traditionally not been called on to interpret the constitution. It also explains that one reason for this is the absence of a codified written constitution in the UK. Answers that deal only with the constitution (eg sources, flexibility) will usually only reach levels 1 or 2. Most middle range answers are likely to explain that the lack of a codified constitution against which the constitutionality of policy decisions, etc can be judged limits the role of judges. They may also develop their explanation further by pointing out, for example, that much of the constitution in the UK is 'unwritten' or is governed by conventions where the courts have no/limited role.

For top level, candidates may explain that there is no distinction in UK between constitutional and ordinary law and explain the significance of parliamentary sovereignty. They may also draw comparisons with other countries such as USA. This should be rewarded although top level is possible without this. Relevant discussion of the advantages/disadvantages of this situation should be rewarded on their merits, but as question only requires explanation full marks are possible without this.

(03) 'Recent constitutional developments have led to an increasingly political role for judges.'  
Discuss. (25 marks)

For AO1, the stimulus provides information that judges have become increasingly significant actors in the political system. From their own knowledge candidates should demonstrate knowledge and understanding of the main sources of the British constitution and show familiarity with the role of the courts in judicial review and other aspects of judicial activism. The question refers to 'recent constitutional developments' (eg the role of judiciary in interpreting Human Rights Act, the Constitutional Reform Act 2005) and these should be addressed specifically for higher marks. Most candidates should be able to illustrate their answer with examples of relevant cases, although better candidates might also point to earlier instances where the courts have challenged decisions of elected politicians. Reward appropriate material about other constitutions (eg USA) although there is no expectation that comparative material should be detailed or substantial. The question allows scope for candidates to demonstrate knowledge about, and to discuss the significance of, the role of the European Court of Human Rights and European Court of Justice.

With AO2, candidates are likely to focus their discussion upon the increasing judicial activism of recent decades. In this context candidates are likely to discuss specific (especially recent) developments (eg European Convention on Human Rights, Human Rights Act; role of the courts in cases where Westminster law appears incompatible with EU law) which might be advanced to support the contention in the question. However, for middle-range marks and above this should usually be balanced with some recognition of the supremacy of parliamentary statute and the resultant limitation upon the power of the courts. Top-level answers should also be expected to attempt wider analysis such as the increasing tendency of governments to intervene in wider fields, the creation of a Ministry of Justice and implications of the removal of judges from the House of Lords, the greater willingness of campaigning and other groups to challenge government decisions, more levels of government, and less passive judiciary. Discussion about the merits or otherwise of increased judicial activism should be rewarded, although as the question does not ask for this full marks are possible without it. As with AO1, reward relevant comparative material but there is no expectation that this should be extensive or detailed.

**Topic 2 Parliament****Total for this question: 40 marks**

(04) Explain the term <i>Prime Minister's Questions</i> used in the extract. <span style="float: right;">(5 marks)</span>
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The extract explains that Prime Minister's Questions (PMQs) provides an opportunity for MPs to raise constituency matters, so at lowest levels accept answers explaining PMQs allows MPs to ask questions of PM or similar. However, for middle-range marks and above look for fuller explanations. For example, relevant accurate additional information such as PMQs held weekly, held every Wednesday, lasts 30 minutes, Blair changed from twice weekly, etc.

For highest levels look for explanation which, for example, additionally explain significance of PMQs. Possible answers may include PMQs dominated by PM and Leader of Opposition exchanges etc, keeps PM 'on his/her toes', focus of the media, parliamentary 'theatre' rather than real instrument of accountability, etc.

(05) Using your own knowledge as well as the extract, explain why the threat of losing the party whip will usually persuade MPs to 'toe the party line'. <span style="float: right;">(10 marks)</span>
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Extract explains that where MPs refuse to 'toe the party line' withdrawal of whip may be a sanction. At lowest levels, candidates are likely to write only in general terms about the whips and party discipline. For middle levels and above there must usually be a focus on losing the whip and that this may lead to loss of seat at next election or similar. Middle-range explanations may develop this point in more detail; for example explaining that loss of whip may lead to MP fighting next election as an Independent with likelihood of loss of seat.

For highest levels, candidates may develop fuller explanation; for example that the real sanction in many cases is the likelihood of deselection which makes the issue of constituency party support or otherwise the crucial factor. Consequences for MP are, therefore, more complex if constituency party backs the MP against the parliamentary leadership. The nature of the issue is also important; thus consequences likely to vary with political salience of the issue, parliamentary arithmetic, political circumstances, conscience/constituency implication and so on. Better answers may also explain that further reason for MPs to obey the whip is the withdrawal of party support and facilities in the House of Commons but full marks are possible without this. At all levels reward accurate examples (eg Major's 'whipless wonders', George Galloway).

(06) 'Parliament's most important function is to scrutinise and challenge the government, not to maintain it in office until the next general election.' Discuss. (25 marks)

For AO1, knowledge and understanding of functions of Parliament (legislation, taxation and expenditure, scrutiny and accountability) and procedures which facilitate this (debates, question time, legislative procedures, select committees, etc). Knowledge and understanding also of factors which enable Parliament to maintain government in office; working majority, party discipline, constituency pressures, patronage, executive control of House, etc as well as wider factors such as FPTP electoral system and party system. Reward accurate relevant examples of scrutiny and challenge (eg select committee reports) and maintaining government in office (eg paucity of government defeats). Question is about Parliament so information about House of Lords should normally be included for top level marks.

For AO2, candidates should address 'to scrutinise and challenge' and 'to maintain' government in office until the next General Election. Both should be addressed specifically for top level. In discussing this candidates are likely to distinguish between Opposition and government party roles; and between frontbench and backbench roles. Possible to argue both for the contention in the stimulus against (eg key role of Parliament is to scrutinise and challenge, essential role in a parliamentary democracy, role transcends party loyalties, etc) and against (eg government party will seek to maintain government in office, electorate voted for government party at previous election, government has mandate, etc). 'Most important' is a discriminator, which allows analysis of relative importance of these and other roles, so this should normally be addressed specifically for highest level AO2 marks. Candidates may adopt a number of approaches; for example party discipline/system arguably inhibits scrutiny and challenge role; effective scrutiny is/is not possible without challenging government; political instability may result from repeated government defeats; relative importance of Parliament's roles varies with issue, circumstances, standing of government in polls, proximity of election, etc. With House of Lords possible to argue that scrutiny is an important role whilst lack of democratic legitimacy effectively nullifies threat to remove government from office. Reward as appropriate use of concepts, eg executive dominance, elective dictatorship, representation, mandate, ministerial responsibility, etc.

**Topic 3 The Core Executive****Total for this question: 40 marks**

(07) Explain the term *civil servants* used in the extract.

(5 marks)

The extract implies that civil servants' role is to implement ministers' policies. Therefore, at lowest level accept answers that civil servants are officials who work in central government or similar. For middle-range answers and above there should be fuller information; for example the main characteristics of civil servants such as permanence, anonymity and neutrality; or their main functions (policy advice, implementation). Top-level answers might additionally explain the main differences from, and relationships with, other actors in central government such as ministers and special advisers. At all levels reward accurate, relevant information such as civil service numbers, senior grades (eg permanent secretary), examples (eg cabinet secretary).

(08) Using your own knowledge as well as the extract, identify **and** explain **two** reasons why the Prime Minister's power to influence policy making is limited.

(10 marks)

The extract states that departmental ministers are relatively autonomous/cannot force ministers to act against their will so at Level 1 candidates are likely merely to rework this. For Level 2 at least one valid reason should be identified and explained. Possible reasons are PM has limited time to devote to specific policies or to micro manage; PM has limited expertise/less expertise than departmental ministers and civil servants in most policy areas; PM has limited bureaucratic support; PM must at times defer to powerful ministerial rivals; PM cannot continually be sacking ministers who disagree, etc. Any of these or others should be accepted and rewarded on their merits. For levels 3 and 4 at least two reasons should be explained. Candidates may not cover both reasons in equal depth but for level 4 they should normally be good use of examples (eg Blair often had to defer to Brown especially on economic policy) and/or relate the reasons identified to relevant concepts such as prime ministerial government and collective responsibility.

(09) 'Under the pressures of modern government, the Cabinet tends merely to "rubber-stamp" decisions made elsewhere.' Discuss. (25 marks)

With AO1, candidates at all levels should demonstrate knowledge and understanding of the role of the Cabinet. However, for Levels 2 and above, this must be accompanied by knowledge and understanding relating to other salient actors and institutions in government decision making such as departmental ministers, Cabinet committees, Cabinet Office, government departments, bilaterals, etc. For highest levels, 'pressures of modern government' (eg volume, scope, speed and complexity of decision making in modern government) should normally be addressed specifically. The role of the Prime Minister, and his/her relations with the Cabinet, is clearly very relevant to the answer but for the top level this should not be discussed in isolation from other actors. Reward accurate policy examples where relevant.

With AO2, analysis should focus around the role of the Cabinet in decision making. It is possible either to support the contention in the stimulus (eg Cabinet merely ratifies decisions taken by PM, PM's/Cabinet Office, cabinet committees, departmental ministers, bilaterals, etc) or both. 'Merely', is a discriminator, and so for Level 3 and above there should normally be some recognition of arguments on both sides. 'Under the pressures of modern government' is also a discriminator and should normally be addressed specifically for Level 4 marks at A02. This is likely to prompt discussion of the shift from a more overt system of Cabinet Government in the past to the position today where increasing volume and complexity of government decision making means that Cabinet lacks time and expertise to decide many issues. Prime Minister/Cabinet relationships are relevant but discussion should normally extend beyond this for Level 3 marks and above. Other roles of Cabinet (eg co-ordination) are relevant but the primary focus of the answer should be 'decision making'. Relevant, accurate policy examples and use of concepts (eg Cabinet government, collective responsibility, collegiate government) should be rewarded.

**Topic 4 Multi-level Governance****Total for this question: (40 marks)**

(10) Explain the term *local government* used in the extract.

*(5 marks)*

The extract identifies elected local government as the lowest tier of government. At the lowest level candidates are likely to refer simply to local councils or local authorities. Middle-range answers may refer to some of the different types of council such as district, county, parish, etc. and/or to the election of councilors. For higher levels, there should normally be additional information from candidates' own knowledge such as the main powers of local government/councils, relationships with the Westminster Parliament (eg local government exercises only powers granted by Parliament), implications for local democracy, etc.

Information about local government structure should be rewarded, although this is not explicit in the specification and full marks are possible without this. Reward accurate information about specific councils at all levels.

(11) Using your own knowledge as well as the extract, explain why, following devolution, there is controversy about the representation of Scotland at Westminster. *(10 marks)*

The extract states that controversy surrounds the representation of Scotland (and Wales) at Westminster but the question requires an explanation. The extract also states that England 'received nothing at all' with devolution. Level 1 answers are likely to do little more than rework this. With Level 2 and above, there should be some specific recognition that devolution arrangements have left Welsh and Scottish representation at Westminster largely unchanged, although details about this (eg reduced numbers of MP's from Scotland since devolution) is relevant and should be rewarded. For Level 3, there should normally be fuller explanation of the anomalous position of Scottish MPs able to vote on English legislation/West Lothian question, etc.

For Level 4, candidates are likely to offer fuller explanations by examining, for example, some of the wider implications of the West Lothian Question (eg anomalous position of Gordon Brown and other ministers from Scottish constituencies holding portfolios affecting England); possible solutions (eg English Parliament, English MPs only voting for English legislation) and/or knowledge and understanding of relevant concepts (eg devolution, federal, etc). At all levels reward relevant examples (eg legislation passed through Scottish MPs' votes, policy divergences between England and Scotland) and detail.

(12) 'Devolution has resulted in a genuine dispersal of political power in Britain.' Discuss.

*(25 marks)*

With A01, candidates should show knowledge and understanding of concepts such as devolution and parliamentary sovereignty as concepts. They should also demonstrate knowledge and understanding of the main powers of the Scottish Parliament and the Welsh Assembly, together with reserved and other powers retained by Westminster. Policy examples



illustrating the use of these powers should be rewarded as well as relevant contextual discussion (eg reasons for difference in powers between Scottish Parliament and Welsh Assembly). Discussion of the Northern Ireland Assembly, and relations between Whitehall and Scotland and Wales, should be rewarded but full marks are possible without this. Reward also knowledge and understanding of Greater London, regional governance in England etc. where relevant, but full marks possible without this. Question is about dispersal of political power, so discussion of local government, and/or of party systems developing since devolution in Scotland and Wales (and Northern Ireland) is relevant and should be rewarded, but full marks possible without this.

With A02, candidates should focus on the extent to which devolution has dispersed power in Britain. Possible to argue either for the contention in the stimulus (eg Scottish and devolved institutions now decide many policies formerly determined by Westminster; elections to Scottish Parliament and Welsh Assembly focus on national not UK issues) or against (eg reserved powers held by Westminster, overwhelming number of MPs represent English constituencies). 'Genuine' is a discriminator which candidates should normally address for top level marks. Candidates might challenge this by pointing to the contrast between devolved powers in theory and practice (eg limited use of Scottish power of taxation) or support by pointing to 'genuine' policy divergences from England and the fact that although parliamentary sovereignty lies with Westminster political reality means that devolution could not be reversed. Possible also to argue that 'genuine' dispersal is more evident in Scotland than Wales. Analysis relating to powers of Secretaries of State for Scotland and Wales, and to Northern Ireland Assembly, should be rewarded but full marks possible without this.

### ASSESSMENT OBJECTIVES GRID

<b>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>	5	4	11	20
<b>AO2</b>	0	4	8	12
<b>AO3</b>	0	2	6	8
<b>Total</b>	<b>5</b>	<b>10</b>	<b>25</b>	<b>40</b>