



**General Certificate of Education  
June 2010**

**Government and Politics**

**GOVP1**

**People, Politics and Participation**

**Unit 1**

***Mark Scheme***

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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## **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).</p> <p>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).</p> <p>Where appropriate, the candidate is able to illustrate his/her answer with relevant evidence/example(s).</p>
<p><b>Level 2 (2–3 marks)</b> The candidate demonstrates limited knowledge and understanding of political data, concept(s) or term(s).</p> <p>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).</p> <p>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 marks)</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 marks)</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.</p> <p>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>A01</b>	<b>A02</b>	<b>A03</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.</p> <p>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.</p> <p>The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p> <p>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, making 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.</p> <p>There are frequent errors of spelling, punctuation and grammar and legibility may be a problem.</p> <p>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.</p> <p>Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p> <p>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 *electorate* used in the extract.

(5 marks)

It is likely that the majority of candidates will be able to identify the electorate as those citizens who are eligible and registered to vote in a given election. The extract focuses on the proportion of the electorate that consists of ethnic minorities and it is likely that candidates will make some reference to this material.

There is enormous scope for candidates to introduce their own knowledge when answering this question. Some may comment on the composition of the electorate in broader terms or make reference to the extent of the franchise. Some may even be aware that the electorate may well be different in different electoral contests, eg the right of resident EU citizens to vote in UK local elections. It is possible that reference may also be made to electoral turnout or the popular vote.

(02) Using your own knowledge as well as the extract, consider the link between ethnicity and voting behaviour.

(10 marks)

The extract offers a good deal of material relating to the apparent links between constituencies with high Muslim populations and voting behaviour at the time of the 2005 General Election, ie the 'Iraq effect'. It is likely that most candidates will choose to make some reference to this material and some may offer further development by introducing their own knowledge, eg by looking at George Galloway's victory in Bethnal Green and Bow.

The extract also makes the general point that 'the Labour Party has traditionally fared well amongst ethnic minority voters'. It is likely that candidates at the higher levels of response will take up this theme and move beyond simple recall of the material provided on Muslim voting patterns in 2005 to look at voting patterns amongst Afro-Caribbean voters, different groups of Asian voters, or those from other ethnic minority communities. Candidates should ideally offer an explanation of why certain ethnic groups have traditionally voted for certain parties, eg by commenting on the 'fit' between a party's traditional policies and the sectional interests of a given ethnic community, or by identifying enduring historic links between parties and specific communities.

In order to achieve the higher levels at AO1 and AO2 candidates will be expected to identify and offer at least two developed points. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary, eg resemblance theory, Operation Black Vote, Respect, 'Iraq Effect', etc.

(03) 'Political participation cannot simply be measured in terms of electoral turnout.' Discuss.  
(25 marks)

Responses at all levels are likely to address the issue of electoral turnout. Lower level responses might simply note falling turnout at UK general elections and offer some explanation for such non-participation without really addressing the terms of the question precisely. Higher level responses will recognise that the focus of the question is on the broader issue of different forms of political participation present in the UK, and frame their answer accordingly.

Candidates will be rewarded both for the range of their answers (ie for examining a range of different forms of political participation) and for depth (ie their ability to provide developed analysis supported by appropriate examples drawn from their own knowledge). It is likely that most candidates will offer a definition of political participation before considering a number of different forms of electoral and non-electoral participation, eg voting, involvement in campaigns (eg canvassing), party membership, pressure group membership, active involvement in pressure group activity or protest movements, writing letters to elected representatives or lobbying them directly, standing for elected office or serving in elected office, etc. Whilst lower level responses might simply describe different forms of participation, higher level answers will assess the scale (and perhaps 'quality') of such participation as a means of addressing the demands of the question more directly.

Some candidates may simply chart changing patterns of political participation (eg falling electoral turnout and party membership, rising pressure group activity). Higher level responses are likely to offer possible explanations for such changes.

In order to achieve the higher levels on AO1 and AO2 candidates will be expected to explicitly address the terms of the question. Such candidates will make effective use of supporting examples in order to develop the points made.

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, eg electoral participation/non-electoral participation, turnout, apathy/hapathy, direct action, internal pressure group democracy and party democracy, etc.

NB: whilst it is clearly helpful for candidates to explore the extent of participation through involvement in pressure group activity (or the work of political parties), those who answer entirely on pressure groups without addressing the theme of participation in its broader sense will normally be limited to the lower levels on the mark scheme.

**Topic 2 Electoral Systems****Total for this topic: 40 marks**(04) Explain the term *mandate* used in the extract.

(5 marks)

It is likely that the majority of candidates will be able to identify the mandate as being the governing party's right to carry into policy those measures set out in its election manifesto. The extract refers to the way in which referendums can help to secure governments a stronger mandate on a given issue and it is likely that candidates will make some reference to this material.

There is enormous scope for candidates to introduce their own knowledge when answering this question. Some will develop the idea of referendums providing a stronger mandate for action by providing examples, eg over New Labour's devolution programme. Others might use their knowledge to identify some problems with the notion of the mandate, eg issues of legitimacy raised by falling turnout and the fact that many voters are unaware of each party's manifesto commitments.

(05) Using your own knowledge as well as the extract, consider the circumstances in which UK governments have chosen to hold referendums. (10 marks)

The extract refers to Clement Attlee's comment that referendums are 'devices alien to our traditions'. Many candidates are likely to pick up on this reference and some may use it as a way into a discussion of precisely why this is no longer the case (ie why referendums have been called).

Some answers may be framed in theoretical terms, eg the deficiencies of the traditional form of representative democracy. Others may take a more 'concrete approach', eg by detailing the reasons why named referendums were called (or offered/guaranteed).

The extract refers to the fact that referendums can help to focus the mandate and it is therefore likely that candidates will mention this. Candidates should use their own knowledge, either to illustrate this point with examples of actual or promised referendums (eg the 1975 vote on UK membership of the EEC or the guarantee of a referendum ahead of the UK adopting the Euro) or to identify other reasons why governments are said to have called such public polls, eg to avoid splits within the governing party (eg 1975, again) or to 'ratify' a major constitutional change (eg Scottish Devolution 1997). Candidates may also acknowledge and/or comment on the fact that all of the UK referendums to date have related to the division of power between different tiers of government (regional/national/European).

Those candidates who make reference to the reasons for (or frequency of) referendums in other named countries can be credited where such discussion is clearly linked back to the question posed, eg as a way of showing that UK referendums have resulted from a relatively narrow range of circumstances.

In order to achieve the higher levels at AO1 and AO2 candidates will be expected to offer developed analysis of at least two reasons why UK governments have chosen to hold referendums. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary, eg legitimacy, popular mandate, representative democracy, direct democracy, etc.

(06) 'Proportional electoral systems create as many problems as they solve.' Discuss.  
(25 marks)

Lower level responses are likely to take the form of a more generic, perhaps pre-prepared outline of arguments for and against electoral reform. Answers at the higher level will provide a far clearer focus on the issue of 'problems' solved or created by proportional systems.

It is likely that candidates at all levels will be able to suggest ways in which PR systems might solve some of the problems commonly associated with FPTP (First Past the Post), eg by minimising wasted votes, giving fairer representation to smaller parties, etc. Most candidates will also be able to demonstrate some understanding of the way in which PR systems might raise new issues or problems, eg concerns over the greater likelihood of coalition government, issues of complexity (perhaps referring to the numbers of spoilt ballots in the 2007 Scottish Parliament elections), etc. Candidate responses at the higher levels will be characterised by their ability to develop such points by introducing examples from 'own knowledge'.

At the lower levels of response on AO1 and AO2 it is likely that candidates will write in a more generalised way, taking PR as an 'electoral system' and looking at the advantages and disadvantages common to all PR systems. At the higher levels there will be an awareness that different forms of PR will 'solve' and 'create' different problems – or at least solve and create problems to different degrees (eg a national party list giving great proportionality but effectively removing the MP–constituency link present in FPTP). Though the specification only requires a detailed working knowledge of STV (Single Transferable Vote), AMS (Additional Member System) and FPTP, candidates are expected to have a more general awareness of the debate surrounding electoral reform as well as the merits/demerits of various different types of systems: proportional, majoritarian and mixed (hybrid). They will therefore be credited for references to the full range of systems operating in the UK and beyond, where such discussion is clearly linked to the terms of the question.

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, eg wasted votes, proportionality, MP–constituency link, strong government, 'winners bonus', coalition, etc.

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

(07) Explain the term *catch-all party* used in the extract.

*(5 marks)*

It is likely that the majority of candidates will define the term ‘catch-all party’ in terms of the recent efforts of the two main UK parties to reach out beyond their traditional core support in order to build a broader coalition of voters. The extract refers to David Cameron’s desire to make his party more electable and also touches on Blair’s ‘Third Way’. It is likely that candidates will make reference to this material.

Candidates may use their own knowledge to develop some of these points further, eg by offering evidence of the way in which New Labour was able to increase its share of the votes in the AB social classes. Other candidates may make passing reference to the way in which the party’s appeal was broadened, eg the reform of Clause 4.

(08) Using your own knowledge as well as the extract, outline the ways in which Conservative Party policy has changed since the 1990s.

*(10 marks)*

The extract makes reference to some ways in which the Conservative Party has changed under Cameron (eg his ‘Our Society, Your Life’ policy statement) as well as areas of continuity (eg the Thatcherite desire to ‘roll back the frontiers of the state’). Weaker responses may simply repeat these points without analysis, or simply make limited points relating to changes in party style and image, ie lacking a clear focus on ‘policy’.

Responses at the higher levels on AO1 and AO2 will be characterised by an ability to use ‘own knowledge’ to develop some of the points raised in the extract or introduce other ways in which the party’s policies appear to have shifted in recent years, eg on environmental policy. Stronger candidates may well consider the period between Margaret Thatcher’s departure and Cameron’s accession as leader – questioning whether there was any significant change in party policy during that period. Some may even cite the Conservatives’ reaction to the ‘global credit crunch’ as evidence of a return to traditional conservative values.

At the higher levels on AO1 and AO2, candidates should identify at least two ways in which party policies have changed since the 1990s, though candidates who argue against the proposition effectively (ie maintaining that there has been more continuity than change – or that change has been largely in style and presentation rather than policy) will also be credited fully for two or more developed points. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary, eg Thatcherism, New Tories, Cameron’s Conservatives, ‘wets’ and ‘drys’, neo-liberalism, monetarism, etc.

(09) Evaluate the roles and functions performed by parties within the UK political system. (25 marks)

This question focuses on the roles and functions traditionally attributed to political parties within a liberal democracy. It is likely that candidates at all levels will be able to identify a number of such roles (eg representing the interests of their members, providing avenues for participation, electioneering, policy formation, political recruitment, governing), though many may only offer developed discussion of two or three roles – most likely those of representation and participation.

Parties are traditionally said to represent their members by aggregating and articulating their shared concerns and interests. Candidates at all levels are likely to be able to provide evidence of the way in which both Labour and the Conservatives were once mass membership organisations which represented the shared values, interests and aspirations of their respective memberships. Higher level candidates may assess the extent to which this has ceased to be the case in the UK. They may demonstrate an awareness of falling party memberships (eg Conservative Party membership: 2.8 million in 1951; 1.5 million in 1975; and under 300 000 in 2007) and/or refer to the extent to which a narrowing of the ideological gap between the two major UK parties over the last decade has resulted in their being less responsive to the needs of their traditional core support. When exploring the theme of participation, candidates may choose to look at the avenues for participation open to ordinary party members (eg by addressing issues of internal party democracy).

Responses at the higher levels on AO1 and AO2 should at least make some mention of one or more of the other roles commonly attributed to political parties. If focusing on the role of electioneering, for example, candidates could make mention of the enhanced role played by the media and media manipulation ('spin') in the modern campaign: the rise of sophisticated internal party-polling; the use of focus groups; and commercial marketing strategies (eg references to Labour's operation at Millbank Tower). Discussion of political recruitment might look at the way in which parties serve the function of filtering and training-up candidates for elected office. Candidates may also argue that UK political parties are now simply election-winning machines.

Some candidates may choose to afford their discussion greater depth by moving beyond the two main UK political parties in order to look at the roles and functions of the Liberal Democrats, smaller nationalist parties, ideological parties or single-issue parties. At the highest level of response candidates may conclude that these smaller parties in effect perform different roles and functions than those carried out by the 'big two'.

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, eg representation, participation, electioneering, political recruitment, catch-all parties, internal party democracy, etc.

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

(10) Explain the term *mass media* used in the extract.

(5 marks)

Most candidates are likely to define mass media in terms of the mainstream television channels and mass circulation national daily newspapers. Some may broaden this definition to include radio and new media such as the internet. The extract refers to the way in which pressure groups using more direct tactics have used the free news media as a way of raising awareness of their cause or interest. It is likely that candidates will make reference to this and comment on the 'media-grabbing' tactics of groups such as Fathers4Justice, Greenpeace and Plane Stupid.

Candidates may use their own knowledge to develop their answers by referring to the rise of 24-hour news media and/or the proliferation of YouTube and other internet sites offering visual content. Other candidates may choose to focus on historic examples, eg the role of the mass media in the Snowdrop campaign which followed the Dunblane Massacre.

(11) Using your own knowledge as well as the passage, identify **and** explain **two** ways in which pressure groups make use of the media.

(10 marks)

The extract opens with a general point about how pressure groups may use the media to 'arouse public interest' and goes on to provide a detailed case study of the way in which a small and relatively unknown pressure group, Surfers Against Sewage, was able to gain a foothold by accessing the unpaid media. Most candidates are likely to make some use of this material, though greater credit will be given to those who offer some analysis as opposed to simply repeating the information provided in the extract.

Many candidates will use their own knowledge to offer further examples of the same kinds of activities. At the lower levels on AO1 and AO2 this may simply consist of a series of descriptive mini case studies. At the higher levels of response candidates will be expected to focus on identifying and explaining ways in which groups might look to target the media, eg by staging stunts, establishing a presence on the internet, making use of email, etc.

In order to achieve the higher levels at AO1 and AO2 candidates will be expected to identify and offer developed explanation of two distinct ways in which pressure groups seek to use the media, supported by appropriate examples. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary, eg direct action, press release, email blitz, photo opportunity, etc.



(12) 'Despite widespread interest in their activities, pressure groups rarely have any significant influence over government policy.' Discuss. (25 marks)

This question focuses on the issue of whether pressure groups can ultimately have any real influence on government activity. Lower level responses are likely to consist either largely or totally of descriptive material relating to individual pressure group campaigns, eg lengthy descriptions of the activities of Fathers4Justice or Greenpeace.

It is likely that most candidates will also look to address the issue of why some pressure groups are more successful than others (ie factors affecting pressure group success). Such factors may include group aims, status, resources or methods. At lower levels of response on AO1 and AO2 this discussion might be focused more on **why** some groups might be more successful than others, as opposed to tackling the question of **whether** groups only 'rarely have any significant impact on government policy'. At higher levels candidates are likely to target the idea of 'significant influence' more directly, perhaps looking to offer some definition of the phrase. They may identify the 'unseen' influence of some core insider groups and raise the possibility that it is only those outsider groups who choose (or are forced) to campaign more publicly who arouse 'obvious interest' without having 'significant influence'. Some insider groups, in contrast, go out of their way to avoid arousing 'obvious interest' in their activities, yet clearly have 'significant influence' on government policy. Such sophisticated arguments are likely to be present in those answers achieving the top level on AO2.

Some candidates may question the assumption that all pressure groups even look to have an influence on government policy, citing consumer campaigns and those groups looking to effect a change in the public consciousness first and foremost – even where this might ultimately result in a shift in government policy. This approach will be rewarded fully on AO1 and AO2 where such discussion is clearly linked to the terms of the question posed.

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, eg group status, insider/outsider, direct action, issue networks, consultation, etc.

**ASSESSMENT OBJECTIVES GRID**

<b>AS 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>