



**General Certificate of Education
January 2011**

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

Knowledge and Understanding: Recall, Select & Deploy
AO1
<p>Level 4 (5 marks) 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>Level 3 (4 marks) 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>Level 2 (2–3 marks) 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>Level 1 (1 mark) 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>0 marks No relevant response.</p>

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

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (4 marks) 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>Level 4 (4 marks) 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>Levels 3–4 (2 marks) 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>Level 3 (3 marks) 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>Level 3 (3 marks) 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>Level 2 (2 marks) 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>Level 2 (2 marks) 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>Levels 1–2 (1 mark) 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)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 1 (1 mark) 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>Level 1 (1 mark) The candidate applies few concepts and makes little use of political theory or ideas in developing an explanation or argument.</p>	<p>Levels 1–2 (continued) (1 mark) A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit.</p>
<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>

AS GOVERNMENT AND POLITICS**GENERIC MARK SCHEME for questions with a total of 25 marks**

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (10–11 marks) The candidate successfully demonstrates accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them, producing an answer that deploys relevant knowledge and understanding to address the requirements of the question and demonstrates significant contextual awareness.</p> <p>The candidate's answer includes relevant evidence and/or examples to substantiate and illustrate points made.</p>	<p>Level 4 (7–8 marks) 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>Level 4 (5–6 marks) 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>Level 3 (7–9 marks) The candidate demonstrates generally accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationships 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>Level 3 (5–6 marks) 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>Level 3 (3–4 marks) 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)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 2 (4–6 marks) The candidate demonstrates basic knowledge and understanding of political concepts/theories/institutions and processes and some awareness of the relationships 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>Level 2 (3–4 marks) The candidate offers a limited evaluation of political institutions, processes and behaviour and begins to construct arguments which contain basic explanations.</p> <p>The candidate shows some awareness of differing viewpoints. There is recognition of basic parallels or limited comparisons.</p>	<p>Level 2 (2 marks) 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>Level 1 (1–3 marks) The candidate demonstrates slight and/or incomplete knowledge and understanding of political concepts/theories/institutions and processes and limited awareness of the relationships 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>Level 1 (1–2 marks) 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>Level 1 (1 mark) 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>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks 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 *apathy* as used in the extract.*(5 marks)*

It is likely that the majority of candidates will define apathy as a reluctance to participate in political activity, perhaps linking the term to the low levels of electoral turnout witnessed at the 2001 (59.4%) and 2005 (61.4%) General Elections. At the lower levels of response, candidates may explain this phenomenon in more colloquial terms, eg that people 'cannot be bothered' to vote. Higher level responses might use their knowledge to refer to popular alienation, disillusionment or political disengagement (the latter appearing in the extract).

At the higher levels of response candidates would be expected to demonstrate a deeper understanding of the term by recognising that there is a debate over whether or not falling turnout does in fact reflect growing apathy or whether citizens are simply participating in other ways.

(02) Using your own knowledge as well as the extract, identify **and** explain **two** factors, other than apathy, which might contribute to a decline in participation in *formal politics*.*(10 marks)*

It is likely that many candidates will start by offering an overview of falling electoral turnout, perhaps by offering the headline figures from the 2001 and 2005 General Elections. This will be credited under AO1 even where it is not explicitly linked to the terms of the question as it helps to establish context. At the higher levels, candidates will be expected to address the idea of participation in 'formal politics' more explicitly.

Most candidates will be able to identify one or more of the factors identified in the extract, eg: the rise of other forms of participation such as pressure group activity; consumer campaigns and boycotts; voluntary work. Candidates must make use of their own knowledge to identify additional factors (eg the popular perception that the two main parties are not sufficiently distinctive) and/or to provide appropriate examples with which to illustrate those factors drawn from the extract, eg massive involvement in popular protest/social movements such as the Stop the War Coalition, rising membership of pressure groups such as the RSPB or the rise of direct action (Fathers 4 Justice, Plane Stupid, etc).

The question explicitly states that apathy should not be offered in explanation of a decline in participation in formal politics. However, it is likely that candidates will pick up on the central theme of the extract, ie that the British public are not apathetic. Higher level responses may well make the point that the nature of political participation in the UK has simply changed, with a decline in the 'formal' and a rise in 'informal' or more spontaneous activity.

In order to achieve the higher levels at AO1 and AO2, candidates will be expected to identify and offer developed analysis of two distinct factors. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary, eg turnout, consumer campaign, direct action, end of ideology, disengagement, single-issue groups, etc.

(03) Evaluate the main factors that determined the outcome of the May 2010 General Election.
(25 marks)

The January 2011 GOVP1 examination marks the first opportunity for most students to reflect properly on the factors that shaped the outcome of the 2010 General Election. It is likely, therefore, that most candidates will be able to offer examples both from their own experience of the campaign and from material introduced to them in class.

Some candidates will choose to focus solely on those factors peculiar to the 2010 election, ie short-term factors such as the relative appeal of the party leaders, the quality of campaigns, the role of the media, issues and events, etc. Whilst such narrow responses will not necessarily be limited to Level 2 on AO1 and AO2, it is likely that most of those candidates achieving the higher levels on these Assessment Objectives will have evaluated the importance of such short-term factors alongside long-term influences such as social class/occupation, ethnicity, gender, age, etc. Candidates may also identify the bias inherent in the operation of the first-past-the-post electoral system as a factor that had a bearing on the outcome of the 2010 General Election. Note that the coverage of short-term and long-term factors does not need to be balanced in order for candidates to secure full marks.

Top level responses will generally strike a balance between political theory (eg voting models) and supporting evidence (ie examples). When discussing voting models in this context, candidates will most commonly make reference to the social structures model (sociological model), the party identification model, the voting context model and the issue-voting model. Lower level responses may simply take the form of a list of unconnected examples or anecdotes from the election campaign itself. Such material will be credited as knowledge (AO1) even where it is not directly related to the terms of the question posed.

Answers which are entirely theoretical or generic (ie addressing the factors that affect the outcome of elections in general terms) are unlikely to move beyond Level 2 on AO1 and AO2. In order to achieve the higher levels on AO2, candidates will need to address the terms of the question more explicitly. Specifically, they will need to identify and evaluate a number of short term and/or long term factors that might be said to have affected the outcome of the 2010 General Election and offer some sense of the relative importance of those factors identified. The best answers will therefore offer a developed analysis of a range of primacy factors (eg social class, party identification, gender, age, etc) and short-term (recency) factors (eg issues/events, manifesto pledges, personalities, etc) whilst maintaining a clear focus on the election in 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 class alignment and dealignment, embourgeoisement, working class Tories, C₂ voters, issue-voting, retrospective and prospective voting, etc.

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

(5 marks)

At the lower levels of response, candidates are likely to define the phrase ‘proportional systems’ in generic terms, ie as systems that seek to apportion seats between political parties in broad proportion to votes cast. Some candidates may develop the point by drawing a distinction between proportional systems and majoritarian or hybrid systems. At the higher levels of response, it is likely that candidates will identify one or more proportional systems, eg single transferable vote or the party list. Detailed understanding of the working of such systems is not required in answer to this question.

Some candidates may make mention of the use of proportional elements within hybrid systems such as AMS (eg ‘first-past-the-post top-up’ or AV+). Other candidates may prefer to define hybrid systems as proportional, ie focusing more on electoral outcomes as opposed to the ‘mixed’ mechanism in place. Both approaches are valid.

The extract implies that proportional systems may be more effective at providing an ‘accurate reflection of the popular vote’ than systems such as first-past-the-post. Candidates may use this point as a way of developing their explanations – perhaps also suggesting that such proportional systems may be less effective in delivering on the second objective identified, namely ‘the creation of an effective government’.

(05) Using your own knowledge as well as the extract, identify **and** explain **two** criticisms of the first-past-the-post system used in elections to the Westminster Parliament. (10 marks)

It is likely that responses at all levels will include an outline of the way in which first-past-the-post works – either in general terms or with reference to general elections or local elections in England and Wales. Such knowledge will be credited, where accurate, under AO1 even where it is not explicitly linked to the terms of the question, because it will provide context.

At the lower levels of response, it is likely that candidates will simply run through a series of arguments for and against the first-past-the-post system. Higher level responses will be characterised, firstly, by their ability to offer a developed explanation of two distinct criticisms of the system and, secondly, by their use of supporting evidence/examples from ‘own knowledge’.

The extract makes the point that the system meets the need for ‘the creation of an effective government’ far better than it provides an ‘accurate reflection of the popular vote’. At the lower levels of response, candidates may simply repeat this point. At the higher levels, candidates will develop this point fully, using their own knowledge. Indeed, it is likely that some candidates will be able to develop this broad point into two distinct criticisms, thereby meeting the demands of the question. For example, candidates may focus on wasted votes, the unfairness (disproportionality) in respect of smaller parties whose support is evenly spread, or the fact that a party can be returned to government at Westminster whilst securing a smaller share of the popular vote than the party that ends up forming the Official Opposition.

Other candidates may pick up on the criteria identified by Lord Jenkins as a way into the question, ie proportionality, voter choice, the MP-constituency link, and stable government (with the first two areas being particularly pertinent to the question posed).

In order to achieve the higher levels at AO1 and AO2, candidates will be expected to identify and explain two distinct criticisms of the first-past-the-post system. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary, eg wasted votes, 'winner's bonus', proportionality, legitimacy, mandate, etc.

(06) Analyse the arguments in favour of the wider use of referendums in the UK. (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' or 'the devices of demagogues and dictators'); some may try to explain precisely what Attlee meant and why he took this position. Much of this can be credited on AO1 with the latter, more analytical point, worthy of greater credit on AO2.

At the lower levels of response on AO1 and AO2, responses may be overly descriptive or generic in nature. In the case of the former, candidates may simply describe referendums past or proposed, without any real attempt to address the precise terms of the question (ie by using the experience of such referendums to analyse the supposed merits of such devices). In the case of the latter, candidates may simply reproduce generalised arguments both 'for' and 'against' referendums, without examples or analysis.

Higher level responses on AO1 and AO2 will generally be more discursive (ie less descriptive) in nature. There will be a clear attempt to analyse, as opposed to simply outlining, the arguments commonly advanced in favour of referendums. The phrase 'wider use' is a clear discriminator and top level responses are likely to address this point explicitly, recognising the circumstances in which referendums have been used in the UK in the past and analysing arguments in support of the view that referendums should be used more widely. Some candidates will take the phrase to mean 'more widely' on issues of constitutional importance, others will take the phrase to mean that referendums might also be used to decide moral questions – as is common in many US states. In this context, an awareness of the experience of referendums outside of the UK, though not required, will be more worthy of credit. Candidates will also be credited where they make use of past local referendums (eg on the Manchester congestion charge) to make points about the merits or demerits of further referendums being sanctioned by the Westminster Parliament.

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 direct democracy, representative democracy, threshold, legitimacy, initiatives, Electoral Commission, etc.

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

(07) Explain the term *party manifesto* used in the extract.

(5 marks)

At the lower levels of response, candidates may simply define the term party manifesto as the document that each party produces ahead of a general election. Higher level answers will offer more developed explanation, eg by referring to the setting out of party policy proposals, perhaps even giving examples from previous manifestos.

The extract refers to the extent to which the Conservative Party has used policy forums in developing its manifesto. Candidates may refer to this and/or use their own knowledge to touch upon how other parties' manifestos are arrived at – perhaps drawing on the reference to the role of the Labour Party Conference in the last sentence of the extract. More developed answers might make a link between the party manifesto and the doctrine of the mandate.

(08) Using your own knowledge as well as the extract, consider the influence of ordinary party members within the Labour Party and the Conservative Party.

(10 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 ordinary members. Candidates who focus exclusively on the role of backbench MPs within their parliamentary party (ie members of parliament as opposed to ordinary party members) will only be credited at the lower levels.

It is likely that most candidates will pick up on the material provided in the extract, specifically the extent to which ordinary party members were given a say in making Conservative Party policy through the policy forums established under William Hague's Fresh Future initiative. The extract also touches on the role of ordinary members attending the Labour Party Conference. Candidates may repeat this point or develop it, using their own knowledge.

Whilst it is likely that weaker responses will focus entirely on the role played by ordinary party members in terms of making party policy – as does the extract – higher level responses are likely to make use of 'own knowledge' to take the discussion into areas such as the role of ordinary members in the selection of parliamentary candidates and party leaders.

Though it is acceptable for answers to vary in terms of balance (ie focusing on one party significantly more than the other), candidates must make some developed reference to the role played by ordinary members within each party in order to make it into the higher levels on AO2. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary, eg party conference, block vote, Electoral College, National Executive Committee, National Policy Forum, manifesto, primary elections, etc.

(09) 'The UK now has a multi-party system rather than a two-party system.' Discuss. (25 marks)

In order to answer the question effectively, candidates will need to demonstrate an understanding of what is meant by the terms 'two-party system' and 'multi-party system': the former being a system under which only one of two parties has a realistic chance of forming the government (or at least being the major partner in a coalition) following a general election; the latter being a system under which many parties compete for – and have a realistic chance of securing – power (or a share of power). Candidates may well draw examples from other countries in support of their definitions.

Candidates at all levels of response are likely to be aware that the UK is traditionally said to operate under a two-party system. Candidates will generally be able to provide evidence in support of this view, eg by providing statistics relating to the percentage of votes secured and seats won by the various parties contesting UK general elections, or simply by looking at the parties that have emerged victorious at general elections in the post-war era.

At the lower levels of response on AO1 and AO2, it is likely that many candidates will simply argue that the UK is a two-party system, without really considering the various counter-arguments. At the higher levels of response, candidates are more likely to assess the state of the UK party system and make a judgement. Top level responses will address the precise terms of the question explicitly. Specifically, the word 'now' implies that the UK party system has undergone something of a transformation. The very best answers are therefore likely to focus on this change and the factors that may have contributed to it before reaching their judgement on the current state of play.

Although the question refers to the 'UK party system' as a single entity, candidates may choose to argue that the UK in fact operates under a series of different party systems. Northern Ireland might be offered as an example of a part of the UK which operates under a wholly separate party system and candidates may also suggest that Scotland, Wales and some English regions also operate under a party system which appears to run contrary to the accepted wisdom UK-wide. Such arguments are likely to be fairly sophisticated and are likely to be well rewarded on AO2, particularly where candidates offer suitable examples or other evidence in support.

Note that whilst the word 'discuss' might be taken to suggest a need for a degree of balance (ie 'for' and 'against'), candidates will still be able to achieve the higher levels on AO1 and AO2 where the quality of their response is high, but the balance is lacking.

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 two-party system, multi-party system, dominant party system, single-party government, adversarial politics, coalition, electoral stability, minor parties, single-issue parties, etc.

Topic 4 Pressure Groups and Protest Movements**Total for this topic: 40 marks**(10) Explain the term *direct action* used in the extract.

(5 marks)

Most candidates will define direct action as a form of civil disobedience, distinct from the more traditional pressure group methods such as formal lobbying, marching, letter writing and drawing up petitions. It is likely that such explanations will be illustrated with references to groups employing direct action tactics in recent years, whether from the extract (eg Fathers 4 Justice), or from 'own knowledge' (eg Plane Stupid, Greenpeace, fuel protesters, etc).

The extract makes the point that it is generally outsider groups (ie those who do not have direct access to decision-makers) that are forced to adopt such direct tactics. Candidates may repeat this point by way of developing their explanation or perhaps even challenge it, by referring to groups such as Greenpeace using a range of more traditional approaches alongside direct action. Candidates may also use their own knowledge to show how such direct action stunts are often employed by those groups with more limited resources (eg Fathers 4 Justice or Surfers Against Sewage) in order to gain favourable media coverage.

(11) Using your own knowledge as well as the extract, explain why insider groups were traditionally seen as having a greater influence over policy than outsider groups.

(10 marks)

It is likely that many candidates will choose to start with a brief outline of Wyn Grant's insider/outsider typology using their own knowledge, perhaps also incorporating some of the material provided in the extract. Such knowledge will be credited, where accurate, under AO1, even where it is not explicitly linked to the terms of the question.

The extract offers one clear reason why insider groups might be expected to have greater influence than those groups who choose or are forced to operate as outsiders: namely, that they have greater 'credibility', are 'recognised by the government as being representative of certain issues' and are therefore 'granted access to decision-makers'.

At the lower levels of response, candidates may simply repeat these points verbatim. At the higher levels on AO1 and AO2, candidates will develop these points by using evidence and examples from 'own knowledge'. Higher level responses may also offer explanations that are not explicitly referred to in the extract, eg the fact that the UK's unitary system and tendency towards executive dominance ('elective dictatorship') means that those groups who fail to engage positively with government will struggle to secure favourable legislation at the national level.

It is likely that some candidates will choose to focus more on the reasons why outsider groups are less likely to have influence, eg that their tactics may cause the government embarrassment or that some groups may be adopting strategies which are either illegal or skirt the margins of legality. At the higher levels, such points will be supported with appropriate evidence/examples drawn from 'own knowledge', eg the government's decision to negotiate with the Road Hauliers' Association as opposed to the fuel protesters back in 2001.

Though it is acceptable for answers to vary in terms of balance (ie focusing on the advantages held by insider groups as opposed to the barriers facing outsider groups), higher level responses on AO2 are likely to make at least some reference to both sides of the argument. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary, eg core insider, legitimacy, direct action, corporatism, Whitehall, consultation, etc.

(12) 'Pressure groups are a vital part of democracy in the UK because they ensure that all citizens have a political voice.' Discuss. (25 marks)

The proposition in the title suggests one reason why pressure groups might be considered vital to UK democracy. Whilst candidates will no doubt wish to consider whether or not pressure groups in the UK do in fact give 'all citizens' 'a political voice', this question might also feed into the bigger picture of whether or not pressure group activity in the UK is good or bad for democracy.

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 posed. At the lower levels on AO1 and AO2, candidates are likely simply to 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.

Higher level responses on AO1 and AO2 will identify two or more arguments 'for'/'against' the view offered and then discuss each one in turn. Answers at the higher levels will see candidates selecting appropriate examples from their own knowledge, both to support/challenge the argument presented in the title and to put the statement into the broader context of pressure groups and democracy. 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 (where 'all citizens' would 'have a political voice'). 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. Some candidates might therefore argue that, whilst all citizens may indeed be afforded a voice by pressure groups, their voices do not carry equal weight.

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, eg pluralism, elites theory, legitimacy, democracy, representative democracy, insider/outsider group, direct action, joined-up government, etc.

ASSESSMENT OBJECTIVES GRID

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