

**Published Mark Schemes for  
GCE AS Government and Politics**

**Summer 2010**

Issued: October 2010



MARK SCHEMES (2010)

Foreword

***Introduction***

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

***The Purpose of Mark Schemes***

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

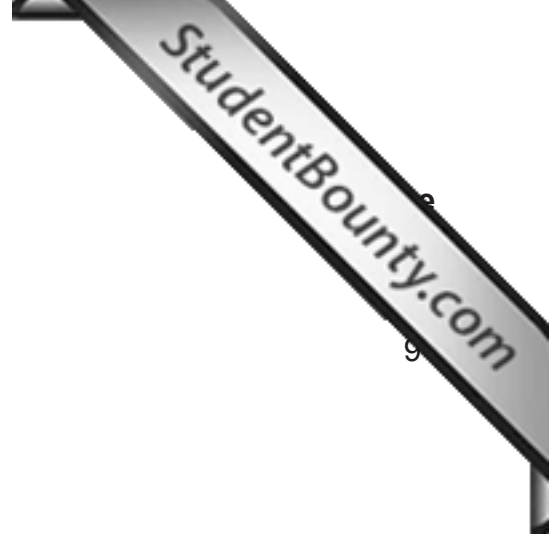
The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.



## CONTENTS

AS 1

AS 2





New  
Specification



*Rewarding Learning*

ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
Summer 2010

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## **Government and Politics**

Assessment Unit AS 1

The Government and Politics  
of Northern Ireland

**[AQ111]**

**TUESDAY 1 JUNE, MORNING**

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# **MARK SCHEME**

## General Marking Instructions

These mark schemes are intended to ensure that the AS/A2 examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidate responses likely to be worthy of credit. They also set out the criteria which they should apply in awarding marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions which apply to all papers.

### Quality of candidates' responses

In marking the examination papers, examiners will be looking for a quality of response reflecting the level of maturity which may reasonably be expected of 17- and 18-year-olds, which is the age at which the majority of candidates sit their AS/A2 examinations.

### Flexibility in marking

The mark schemes are not intended to be totally prescriptive. For many questions, there may be a number of equally legitimate responses and different methods by which the candidates may achieve good marks. No mark scheme can cover all the answers which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner for the paper concerned.

### Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for valid responses rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected for 17- and 18-year-old GCE candidates. Conversely, marks should only be awarded for valid responses and not given for an attempt which is completely incorrect and inappropriate.

### Types of mark schemes

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

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

### Levels of response

Questions requiring extended written answers are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the "best fit" bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

**Threshold performance:** Response which just merits inclusion in this level and should be awarded a mark at or near the bottom of the range.

**Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.

**High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.



### Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication which is incorporated within the marks awarded for AO3. Where the quality of candidates' subject knowledge and understanding is not matched by the quality of written communication, marks awarded will not exceed the maximum for Level 4.

**1 Background**

[1] will be awarded for each identification and up to [3] for each explanation of two functions.

(AO1 [8])

The functions of MLAs in the Assembly include their role in nominating ministers; proposing and scrutinising legislation; scrutiny of the activities of the Executive; the performance of representative work inside the Assembly. [8]

If there is no reference to the Source, a maximum of [6] can be awarded.

**2 Background**

The Source refers to how the Executive is formed as a result of a nomination process by MLAs. It also states that the Executive is formed as part of a complex power-sharing arrangement. Candidates should refer to these two facts and elaborate on both. The Northern Ireland Executive is not formed as a result of a voluntary agreement between the parties involved but is an involuntary coalition. Parties are automatically entitled to positions in the Executive on the basis of party strength in the Assembly. Once it is determined how many ministerial positions a party is to receive, each party nominates MLAs for posts based upon the D'Hondt system.

If there is no reference to the Source, a maximum of Level 3 can be awarded.

If there is no reference to evidence/examples, a maximum of Level 3 can be awarded.

**Level 1 ([1]–[4])**

AO1 [2]; AO2 [1]; AO3 [1]

The candidate demonstrates little knowledge and understanding of how the Executive is formed and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill-informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary (AO3).

**Level 2 ([5]–[7])**

AO1 [3]; AO2 [2]; AO3 [2]

The candidate demonstrates basic knowledge and understanding of how the Executive is formed but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

**Level 3 ([8]–[10])**

AO1 [4]; AO2 [3]; AO3 [3]

The candidate demonstrates mostly accurate knowledge and understanding of how the Executive is formed but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments

and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited (AO3).

**Level 4 ([11]–[13])**

AO1 [5]; AO2 [4]; AO3 [4]

The candidate demonstrates full and accurate knowledge and understanding of how the Executive is formed and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

**Level 5 ([14]–[16])**

AO1 [6]; AO2 [5]; AO3 [5]

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of how the Executive is formed and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [16]

16

### 3 (a) Background

Under the Good Friday and St Andrews Agreements the Northern Ireland Assembly was intended to have wide-reaching legislative functions. First, it was intended that it should have a vital role in scrutinising Executive legislation throughout the extended legislative process. Second, the Assembly was to be an active legislative body itself with MLAs and Committees introducing Bills and securing their passage.

To date the Assembly has been limited in both regards. Most Executive legislation has been “parity” legislation, bringing Northern Ireland into line with the rest of the UK, and it has received little attention. The limited number of Bills initiated by the Executive has also been the subject of limited scrutiny by the Assembly. Even more disappointing has been the lack of legislative activism by MLAs and Committees. It could be argued in its defence that the Assembly is still in its infancy and that its legislative record will steadily improve.

The regular suspensions of the Assembly and Executive have adversely affected the former’s legislative function. This may change if such suspensions are avoided in future. Weaker answers will be unclear on the legislative record of the Assembly and will lack evidence. Stronger answers will display understanding of the legislative role and will present a range of evidence.

If there is no reference to evidence/examples, a maximum of Level 3 can be awarded.

If there is no evaluation/balance, a maximum of Level 4 can be awarded.

#### **Level 1 ([1]–[6])**

AO1 [2]; AO2 [3]; AO3 [1]

The candidate demonstrates little knowledge and understanding of the legislative record of the Assembly and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill-informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary (AO3).

#### **Level 2 ([7]–[11])**

AO1 [4]; AO2 [5]; AO3 [2]

The candidate demonstrates basic knowledge and understanding of the legislative record of the Assembly but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

#### **Level 3 ([12]–[16])**

AO1 [6]; AO2 [7]; AO3 [3]

The candidate demonstrates mostly accurate knowledge and understanding of the legislative record of the Assembly but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling,

punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited (AO3).

**Level 4 ([17]–[21])**

AO1 [7]; AO2 [9]; AO3 [5]

The candidate demonstrates full and accurate knowledge and understanding of the legislative record of the Assembly and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

**Level 5 ([22]–[26])**

AO1: [8]; AO2 [11]; AO3 [7]

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the legislative record of the Assembly and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [26]

Or

**(b) Background**

After many years of being the second unionist party, the DUP (Democratic Unionist Party) has in the past decade overtaken the UUP (Ulster Unionist Party) as the leading party of unionism. Its ascendancy would now seem complete: its number of MLAs, its number of ministerial posts, the DUP First Minister, its number of Westminster MPs, its dominant position in local government. The UUP has suffered a corresponding decline in its position within unionism. Some have even suggested that the very existence of the UUP is threatened by the apparently irresistible rise of the DUP. The DUP's dominance is not as complete as this argument suggests. What is more, the Party risks losing support to a resurgent UUP but also finds its position threatened by those who argue that the DUP has sold unionism out. Specifically, the challenge of the TUV may significantly split the Unionist vote and play into the hands of the UUP. Weaker answers will tend to be limited in the range of arguments identified and lack evidence. Stronger answers will offer a broader range of factors and present detailed evidence. If there is no reference to evidence/examples, a maximum of Level 3 can be awarded.

If there is no evaluation/balance, a maximum of Level 4 can be awarded.

**Level 1 ([1]–[6])**

AO1 [2]; AO2 [3]; AO3 [1]

The candidate demonstrates little knowledge and understanding of the growth in DUP support and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if



present, is ill-informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary (AO3).

**Level 2 ([7]–[11])**

AO1 [4]; AO2 [5]; AO3 [2]

The candidate demonstrates basic knowledge and understanding of the reasons for the growth in DUP support but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

**Level 3 ([12]–[16])**

AO1 [6]; AO2 [7]; AO3 [3]

The candidate demonstrates mostly accurate knowledge and understanding of the growth in DUP support but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited (AO3).

**Level 4 ([17]–[21])**

AO1 [7]; AO2 [9]; AO3 [5]

The candidate demonstrates full and accurate knowledge and understanding of the growth in DUP support and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

**Level 5 ([22]–[26])**

AO1 [8]; AO2 [11]; AO3 [7]

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the growth in DUP support and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[26]

26

**Total**

**50**

New  
Specification



*Rewarding Learning*

ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2010

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## **Government and Politics**

Assessment Unit AS 2

The British Political Process

[AQ121]

THURSDAY 3 JUNE, MORNING

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# **MARK SCHEME**

## General Marking Instructions

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### Quality of candidates' responses

In marking the examination papers, examiners will be looking for a quality of response reflecting the level of maturity which may reasonably be expected of 17- and 18-year-olds, which is the age at which the majority of candidates sit their AS/A2 examinations.

### Flexibility in marking

The mark schemes are not intended to be totally prescriptive. For many questions, there may be a number of equally legitimate responses and different methods by which the candidates may achieve good marks. No mark scheme can cover all the answers which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner for the paper concerned.

### Positive marking

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### Types of mark schemes

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

### Levels of response

Questions requiring extended written answers are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best fit' bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.



**Threshold performance:** Response which just merits inclusion in this level and should be awarded a mark at or near the bottom of the range.

**Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.

**High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

### **Quality of written communication**

Quality of written communication is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication which is incorporated within the marks awarded for AO3. Where the quality of candidates' subject knowledge and understanding is not matched by the quality of written communication, marks awarded will not exceed the maximum for Level 4.

- 1 Two marks for each way identified. (AO1 [4]) Candidates may refer to the ballot at the start of each Parliamentary session, the “Ten Minute Rule” or Standing Order 58. Candidates may also argue that MPs may propose legislation at part of a debate or at Question Time or through the media or at a party meeting or by proposing amendments.  
(AO1 [4]) [4]

2 **Background**

Judicial review refers to the process in which senior members of the judiciary can review the actions of a government department or other public authority to determine whether the body has acted within its legal powers. Judges do not choose which decisions they will review but do so in response to an application from an individual, organisation, body. If the judge decides that the body has not acted within its powers s/he can rule that it has acted “ultra vires.” This effectively means that the body must cease its actions because they are illegal. In this way the judiciary can play an important role in holding the executive and other public bodies to account for their actions.

Weaker answers will tend to have a limited understanding of the purpose of judicial review. Stronger answers will have a fuller understanding of the operation and purpose of judicial review. Answers should include at least one example.

If no example is included, a candidate can score a maximum of [5] [6]

3 **Background**

[1] for each strength identified and up to [4] for explanation of each strength.  
(AO1 [10])

The House of Lords has a number of important strengths. First, there is a much lower level of party discipline in the House, leading to better quality debates. Members of the Lords bring a wealth of experience with them and the processes of deliberation and scrutiny benefit from this. The Lords tends to have more time to consider in greater detail the content of legislation and policy, thus ensuring that fuller consideration is given. Members of the Lords do not have to seek re-election and are therefore not constrained by the same populist considerations as MPs.

Weaker answers will tend to focus on one strength and lack evidence. Stronger answers will clearly identify two strengths and present relevant evidence. [10]

#### 4 Background

The role of DSCs (Departmental Select Committees) is to act as a check on the policies and work of individual government departments. In the view of many, DSCs are a success story of British parliamentary democracy in spite of their lack of powers. They are less partisan, the whips have less control over them, MPs are able to build up experience over many years, there is a culture of independence among committee members. Committees can initiate enquiries into the actions of departments and carry out reviews of policies. They can summon ministers and senior civil servants to give evidence. They can also call independent witnesses and initiate their own research.

An answer that contains no evidence/examples can be awarded a maximum of Level 3.

Weaker answers will be limited in range and evidence. Stronger answers will have a broader range.

##### **Level 1 ([1]–[4])**

AO1 [2]; AO2 [1]; AO3 [1]

The candidate demonstrates little knowledge and understanding of the role of Departmental Select Committees and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill-informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary (AO3).

##### **Level 2 ([5]–[7])**

AO1 [3]; AO2 [2]; AO3 [2]

The candidate demonstrates basic knowledge and understanding of the role of Departmental Select Committees but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

##### **Level 3 ([8]–[10])**

AO1 [4]; AO2 [3]; AO3 [3]

The candidate demonstrates mostly accurate knowledge and understanding of the role of Departmental Select Committees but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited (AO3).

##### **Level 4 ([11]–[13])**

AO1 [5]; AO2 [4]; AO3 [4]

The candidate demonstrates full and accurate knowledge and understanding of the role of Departmental Select Committees and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

**Level 5 ([14]–[16])**

AO1 [6]; AO2 [5]; AO3 [5]

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the role of Departmental Select Committees and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [16]

16

**Either****5 (a) Background**

The idea that the British Prime Minister is becoming more and more presidential was first voiced over 40 years ago. Given that Clement Attlee ignored most of his Cabinet in taking the decision that Britain should have atomic weapons, the idea could have been put forward even earlier. The idea itself is that the PM is no longer “primus inter pares” but now dominates Cabinet and the idea of collective cabinet government is effectively defunct. Recent years have seen the growth of evidence to support such a conclusion with fewer and shorter cabinet meetings, the use of one-to-one meetings with ministers to determine policy, the growth of the PM’s office and the increase in special advisers being just some of the reasons cited. There is evidence to suggest that the PM is not a president and cannot ignore cabinet. The role of their cabinets in bringing about the premature departure of both Thatcher and Blair supports such a conclusion. Weaker answers will be limited in terms of argument and especially evidence. Stronger answers will display understanding of the issues and be able to support this with evidence.

An answer that has no evidence/examples can achieve a maximum of Level 3.

An answer that is completely unbalanced/one-sided can achieve a maximum of Level 4.

**Level 1 ([1]–[5])**

AO1: [2]; AO2 [2]; AO3 [1]

The candidate demonstrates little knowledge and understanding of the debate about whether the PM now has presidential powers and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill-informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary (AO3).

**Level 2 ([6]–[10])**

AO1 [3]; AO2 [5]; AO3 [2]

The candidate demonstrates basic knowledge and understanding of the debate about whether the PM now has presidential powers but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

**Level 3 ([11]–[15])**

AO1 [4]; AO2 [8]; AO3 [3]

The candidate demonstrates mostly accurate knowledge and understanding of the debate about whether the PM now has presidential powers but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited (AO3).

**Level 4 ([16]–[20])**

AO1 [5]; AO2 [11]; AO3 [4]

The candidate demonstrates full and accurate knowledge and understanding of the debate about whether the PM now has presidential powers and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

**Level 5 ([21]–[24])**

AO1 [6]; AO2 [13]; AO3 [5]

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the debate about whether the PM now has presidential powers and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [24]

Or

**(b) Background**

In the view of many, the role of Parliament has been reduced to that of a 'poodle' or 'talking shop.' The executive has become increasingly dominant and nowhere is this more apparent than in the area of legislation. Most Bills, over 95%, are government initiated. Private Members Bills can only succeed with executive support. Government Bills are very rarely defeated. The executive dominates the process of legislative scrutiny and manages to secure the passage of Bills with little or no change. The alternative view is that Parliament retains an important legislative function. Backbench MPs can influence Bills before they are introduced into Parliament at meetings of the Parliamentary Party. Once introduced, MPs can and have rebelled and amended and defeated Bills. The Lords remains willing to challenge and obstruct government legislation.

Weaker answers may present an unbalanced account of the executive's control over legislation, with little supporting evidence. Stronger answers will be both balanced and well supported.

An answer that has no evidence/examples can achieve a maximum of Level 3.

An answer that is completely unbalanced/one-sided can achieve a maximum of Level 4.



**Level 1 ([1]–[5])**

AO1 [2]; AO2 [2]; AO3 [1]

The candidate demonstrates little knowledge and understanding of the debate about executive control over legislation and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill-informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary (AO3).

**Level 2 ([6]–[10])**

AO1 [3]; AO2 [5]; AO3 [2]

The candidate demonstrates basic knowledge and understanding of the debate about executive control over legislation but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

**Level 3 ([11]–[15])**

AO1 [4]; AO2 [8]; AO3 [3]

The candidate demonstrates mostly accurate knowledge and understanding of the debate about executive control over legislation but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited (AO3).

**Level 4 ([16]–[20])**

AO1 [5]; AO2 [11]; AO3 [4]

The candidate demonstrates full and accurate knowledge and understanding of the debate about executive control over legislation and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

**Level 5 ([21]–[24])**

AO1 [6]; AO2 [13]; AO3 [5]

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the debate about executive control over legislation and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[24]

24

**Total**

**60**

