

Government and Politics

Advanced GCE A2 7834

Advanced Subsidiary GCE AS 3834

Mark Schemes for the Units

June 2006

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All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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CONTENTS

Advanced GCE Government and Politics (7834) Advanced Subsidiary GCE Government and Politics (3834)

MARK SCHEMES FOR THE UNITS

Unit	Content	Page
2595	Elections, Electoral Systems and Voting Behaviour in the UK	1
2596	Politics of the UK	7
2597	Government of the UK	13
2694	US Government & Politics	27
2695	Political Ideas and Concepts	33
2698	Government & Politics (US Option)	39
2699	Government & Politics (Political Ideas and Concepts Option)	49
*	Grade Thresholds	58

Mark Scheme 2595
June 2006

1 Using **Source A** and your own knowledge:

- a) Describe the qualifications required for voting in UK general elections. [5]
 b) Describe the qualifications required for standing for election to the UK Parliament. [5]

(Specification: UK Parliamentary elections. Voter and candidate qualification)

	AO1	AO2	AO3
Maximum	8		2
Level 4	7-8		2
Level 3	5-6		2
Level 2	3-4		0-1
Level 1	0-2		0-1

AO1 Candidates will display knowledge and understanding of the material available in the Source. There are several obvious points in it, such as age, residence, citizenship and criminal conviction. Be prepared to go to L3 if there is very sensible use of the Source but do not go to L4 unless there is some obvious 'own knowledge' on both voting and standing. Mark it 4:1. Go to 3 of the 4 of the AO1 marks for each part for intelligent source use, but reserve at least 1 mark for own knowledge.

- 2 Using **Source B** and your own knowledge, describe the main differences between the electoral systems used to elect members of the Welsh Assembly and members of the European Parliament. [20]

(Specification: UK Parliamentary elections. Voter and candidate qualification)

	AO1	AO2	AO3
Maximum	16		4
Level 4	13-16		4
Level 3	9-12		3
Level 2	5-8		2
Level 1	0-4		0-1

AO1 Candidates will display knowledge and understanding of the information given in the two Sources. Go to the bottom of L3 if the focus is largely on the two systems, **mixing** intelligent use of the Sources and own knowledge. Do not go much beyond low L3 unless there is a clear focus on the differences. Points made about outcomes are of course perfectly valid, but do not reward those who leap into the prepared answer on the merits and demerits of these systems. Look carefully to identify any possible points about differences.

3 Using Source C and your own knowledge, make out a case for using referendums in a democracy. [30]

(Specification: Referendums. Arguments for and against their being held in a representative democracy.)

	AO1	AO2	AO3
Maximum	12	12	6
Level 4	10-12	10-12	6
Level 3	7-9	7-9	4-5
Level 2	4-6	4-6	3
Level 1	0-3	0-3	0-2

AO1 The Source makes several obvious points which candidates will be expected to make use of. The issue of peace and ending violence are there, also the high turnout and the clear majority in favour. The way in which the smaller and more extreme parties were isolated is also a point they might pick up. There are plenty of other factors, which they might bring up for 'own knowledge', solving of other difficult constitutional issues such as Scottish devolution. Of course by 2006 there may well have been referenda on the EU Constitution, or even the EURO. The points made must obviously support the case 'for'. Be fairly focussed about the 'for' issue, we have highlighted it on the question paper.

AO2 Candidates who focus exclusively on the case 'for' must not be penalised in any way. A well-reasoned case 'for', which is backed up by both the Source and some other factors should go to the top of L4. If there is balance there, then that also should be rewarded. If these are more than two clear points arguing for the case, then consider L4 provided there is adequate substantiation. Really comb the list of facts for glimmers of implication.

- 4 Using **Source D** and your own knowledge, discuss the importance of the campaign to electoral success in UK general elections. [40]

(Specification: Campaigns. Voting Behaviour)

	AO1	AO2	AO3
Maximum	16	16	8
Level 4	13-16	13-16	7-8
Level 3	9-12	9-12	5-6
Level 2	5-8	5-8	3-4
Level 1	0-4	0-4	0-2

AO1 There is a huge amount in the Source, which should help candidates in both the case for and against. They range from the policies to the way in which they are 'spun', choosing candidates to targeting the key seats. They may be a little hard pressed to find much 'own knowledge', so be prepared to the top of L3 if they just use the source intelligently. There must be a glimmer of own knowledge for L4.

AO2 Really look for all signs of 'discussion' in this one and reward it. For the top of L3 and L4 there has to be balance. Obviously if a candidate argues strongly that it can be irrelevant than that is fine, but there must then be some supporting reasons as to what is more important. Don't expect a definite answer, there isn't one. Be tolerant if you don't get a fully formed essay – this is AS and they don't have much more than 20-25 minutes.

**Mark Scheme 2596
June 2006**

- 1 Briefly explain the role and powers of the Parliamentary Commissioner for Administration (the Ombudsman). [10]**

(Specification: Redress of grievances: the Ombudsman)

	AO1	AO2	AO3
Maximum	8		2
Level 4	7-8	-	2
Level 3	5-6	-	2
Level 2	3-4	-	0-1
Level 1	0-3	-	0-1

There are 8 AO1 marks. Give 2 marks for basic definition – hearing of an individual grievance alleging maladministration by a government department.

Add marks for extra information:

- Access through MP.
- Free service and independent of government
- Power to call witnesses and see papers.
- Power to inspect relevant files.
- Usually a 'last port of call'
- Special Ombudsman for prison service / local government / Wales / Scotland.
- Findings are advisory rather than binding.
- Reports are published to a House of Commons Select Committee.

Reward any examples. (e.g. Occupational pensions investigation)

2 Describe four core beliefs of Labour under Tony Blair.

[20]

(Specification: Political parties: philosophy and ideology)

	AO1	AO2	AO3
Maximum	16		4
Level 4	13-16	-	4
Level 3	9-12	-	3
Level 2	5-8	-	2
Level 1	0-4	-	1

There are 10-12 minutes for this question so only 2 or 3 sentences for each point required.

- Reform of public services: such as managerial reforms to the health *service* (foundation hospitals), performance related pay in education or development of city academies.
- Opportunities for many: such as the expansion of the number of places in higher education, financial support for students post-16 to increase 'staying on rate' or *the* 'inclusion' agenda in higher education.
- Public-private partnership: such as amending clause IV of Labour's constitution, and enhanced role for the private sector in health and education.
- Modernisation of the constitution: such as devolution to the regions, reform of the House of Lords and passage of the Human Rights Act.

The beliefs above do not constitute an exclusive list and interpretations of the question that focus on Labour ideology such as the 'third way' should be rewarded. Possibilities might include social justice, strong community values, rights and responsibilities.

Allow 4 marks for each point and award marks accordingly to sophistication of the answer.

Reward any examples given.

3 Discuss the role of the courts (UK and European) in the redress of grievances. [30]

(Specification: Redress of grievances – UK Courts, European Court of Human Rights and the European Court of Justice)

	AO1	AO2	AO3
Maximum	12	12	6
Level 4	10-12	10-12	6
Level 3	7-9	7-9	4-5
Level 2	4-6	4-6	3
Level 1	0-3	0-3	0-2

For AO1 marks, look for information including:

UK courts – judicial review -- that the government has acted beyond its powers, or wrongly or has not fulfilled its duty. Example might be a failure to fulfil its educational duty towards a child with a particular disability, access to cancer drugs, etc..

- UK courts – human rights since the incorporation of the European Convention e.g. – invasion of privacy – detention of alleged terrorists, asylum arrangements.
- European Court of Human Rights – at Strasbourg if all avenues exhausted in British courts.
- European Court of Justice – primarily deal with the correct interpretation of the treaties and rules of the European Union. However this may involve a particular grievance e.g. – health treatment in EU, equal pay for part-time workers.

For AO2 look for an evaluation of each of the points made.

- UK courts – independent, skilled and experienced judges but not representative of population – male, white, upper class and privately educated. Legal process – intimidating, slow and expensive.
- ECHR and ECJ – provide final courts beyond British influence but slow and expensive. ECHR can be derogated. ECJ ruling is binding but this challenges parliamentary sovereignty.
- Both have defined (limited) remits.

4 Discuss whether the selection process for the Labour leader and Conservative leader is democratic.

[40]

(Specification: Political parties – leadership election)

	AO1	AO2	AO3
Maximum	16	16	8
Level 4	13-16	13-16	7-8
Level 3	9-12	9-12	5-6
Level 2	5-8	5-8	3-4
Level 1	0-4	0-4	0-2

For AO1 marks, look for information including:

- Labour Party – candidates must be MPs nominated by colleagues 20% of (MPs).
- Challenge to sitting leader needs 20% of MPs and conference vote..
- Electoral College – one third PLP, one third CLPs, one third TUs. Voting takes place at Conference either at normal annual one or specially convened one.
- Members of CLPs and TUs must be balloted and their respective sections of the EC reflect the proportions of votes cast.
- Deputy leader also elected.
- No fixed term or re-selection if in government.
- Conservative Party – candidates must be MPs and nominated by colleagues. 15% of MPs needed to challenge an existing leader.
- Ballots among MPs to secure final two names.
- Postal vote of all Conservative members to decide final choice – e.g. Duncan Smith, Cameron
- No election of deputy leader and no re-selection.

Reward any extra detail or examples.

For AO2 the focus should be on democratic ideas such as participation, choice, openness and accountability. Reward examples and any comparisons.

Labour Party – MP candidates only mean colleagues knows them and candidates have been approved by electorate. No need for monetary resources of presidential candidate. However lack of primaries means no role for non-member Labour supporters and a fairly narrow pool from which to choose.

- 20% challenge gives stability but makes it difficult to get rid of unpopular leader.
- Electoral College – better than previous unequal blocks and trade union block vote abolished. However MPs now disproportionately influential and difficulty of OMOV may raise issues of turnout. This offers less equality than the Liberal Democrat system.
- Election of Deputy Leader is ‘democratic.’
- The involvement of the TUs may be seen as outdated and lacking in openness.

Conservative Party

- Same arguments on MP candidates and difficulty of challenges.
- Ballot system of MPs means colleagues have dominance but this is less democratic than Liberal Democrat postal vote of all members.
- Ballot system circumvented when Michael Howard replaced Iain Duncan Smith taking Tories back to days when leader "emerged". This did not give ordinary members either choice or participation.
- Successful leader may not have support of majority of parliamentary colleagues.

Mark Scheme 2597
June 2006

Marks

The mark for a particular question is obtained by the applying the mark scheme and Assessment Matrix as follows:

Part (a) of all questions in Section A

	AO1	AO2	AO3
Maximum	16		4
Level 4	13-16		4
Level 3	9-12		3
Level 2	5-8		2
Level 1	0-4		0-1

Section (b) of all questions in Section A

	AO1	AO2	AO3
Maximum		16	4
Level 4		13-16	4
Level 3		9-12	3
Level 2		5-8	2
Level 1		0-4	0-1

All questions in Section B

	AO1	AO2	AO3
Maximum	8	8	4
Level 4	7-8	7-8	4
Level 3	5-6	5-6	3
Level 2	3-4	3-4	2
Level 1	0-2	0-2	0-1

Assessment Objective 3

- There are four marks for AO3 on each part-question in Section A and every question in Section B.
- Two should be used to credit spelling, punctuation and grammar where a full answer is provided.
- Two should be used to credit the ability to identify relevant points correctly and to present an argument clearly where a full answer is provided.
- Where answers are not full, examiners should use their judgement: a very short answer which meets the above criteria should not necessarily be awarded full marks for AO3.

- 1 (a) Outline the sources of the British constitution. [20]
 (b) Discuss the view that Britain would be better off with a written constitution. [20]

(Specification: *The Constitution: sources; merits and demerits of an unwritten constitution; current debate concerning constitutional reform.*)

- (a) **AO1:** Candidates must display a knowledge and understanding of the main sources of the constitution, and may include some of the following:

- legislation;
- common law;
- European law;
- constitutional documents;
- Royal prerogatives;
- conventions
- the works of major political writers.

- Level 4 answers will clearly focus on the main sources of the constitution and describe a range of sources.
- Credit candidates who are able to use a range of contemporary examples.

- (b) **AO2:** Candidates must discuss the view that Britain would be better off with a written constitution and may consider some of the following points: the value of a written constitution in:

- clarifying the power, functions and duties of the various organs of the state and providing a measure against which the actions of the government can be measured;
- clarifying the rights and duties of the individual and providing a measure against which the actions of the government can be measured;
- entrenching major constitutional principles and safeguarding them from interference by the government of the day;
- making rights easier to enforce because they are known but also because they exist as positive statements in law;
- placing the interpretation of the constitution in the hands of 'non-political' judges rather than 'self-interested' politicians;
- stimulating a new constitutional settlement redefining the relationship between both Westminster and the regions and the UK and the EU;
- bringing the UK into line with other countries.
- highlighting the central values and overall goals of the political system and allowing citizens to be brought up knowing their rights (developing a 'rights culture')

- Candidates are not required to argue the case against an unwritten constitution, but this may form part of the discussion of the value of a written constitution.
- Reward focus and balance. In particular, do not mistake description for analysis.
- Level 4 answers will offer a discussion that is clearly focused on whether Britain is better off with a written constitution and display an awareness of both sides of the argument.
- Credit candidates who are able to use contemporary examples.

A03

- Two marks should be used to credit spelling, punctuation and grammar where a full answer is provided.
- Two marks should be used to credit the ability to identify relevant points correctly and to present an argument clearly where a full answer is provided.
- A very short answer which meets the above criteria should not be awarded full marks for A03.

- 2 (a) Describe the main features of judicial review in the United Kingdom. [20]
 (b) Discuss the view that judicial review in the United Kingdom is ineffective. [20]

(Specification: Relationship between executive and judiciary: ...judicial review.)

- (a) **AO1:** Candidates must display a knowledge and understanding of main features of judicial review in the UK, and may include some of the following points:
- the general principle: that the judiciary often has the power to decide whether the action of a public body is lawful or, in some political systems, constitutional;
 - how this principle operates in the UK: that the courts supervise the way in which the government exercises its powers in the sense that, when asked, the courts have the power to review an action of a public body and to decide upon its lawfulness. Courts can decide that, for example, ministers have exceeded their powers, misdirected themselves or not taken an action which they should have done or on the grounds of procedural impropriety.
 - Candidates should know that there is no general right to judicial review - it is at the discretion of the courts - and that judges in the UK do not have the power to challenge the merits of a decision or to declare an act of parliament unconstitutional.
- Level 4 answers will clearly focus on main features of judicial review in the UK.
 - Credit candidates who are able to use a range of contemporary examples
- (b) **AO2:** Candidates must be able to discuss the view that judicial review in the UK is ineffective and may cover some of the following:
- access to, time, cost and success rate;
 - limits on the power of the courts to declare an action unlawful (remedies);
 - the government's ability to circumvent court decisions by passing fresh legislation
 - and the nature of the judiciary.
 - But also its value as a check upon the executive;
 - and in protecting individual rights and liberties.
- Reward focus and balance. In particular, do not mistake description for analysis.
 - Level 4 answers will offer a discussion of whether judicial review in the UK is ineffective and display an awareness of both sides of the argument.
 - Credit candidates who are able to use contemporary examples.

AO3

- Two marks should be used to credit spelling, punctuation and grammar where a full answer is provided.
- Two marks should be used to credit the ability to identify relevant points correctly and to present an argument clearly where a full answer is provided.
- A very short answer which meets the above criteria should not be awarded full marks for AO3.

- 3 (a) Outline the main features of debates and questions in the House of Commons.[20]
 (b) Discuss the view that debates and questions are an ineffective check on the power of the government. [20]

(Specification: *The UK Parliament: functions; ... debates, questions and committees.*)

- (a) **AO1:** Candidates must display a knowledge and understanding of the main features of debates and questions in the Commons, and may cover some of the following points:

- questions: types, role, formats, character;
- debates: types, role, organisation, character.

- Level 4 answers will clearly focus on the main features of questions and debates in the House of Commons.
- Given the nature of the question, do not expect too much depth.
- Credit candidates who are able to use contemporary examples.

- (b) **AO2:** Candidates must be able to discuss the view that debates and questions have proved to be an ineffective check on the power of the executive. Expect them to offer both general and specific criticisms and rebuttals, for example:

- general, for example, the impact of large majorities and/or part loyalty in undermining the effectiveness of Commons's scrutiny set against the opportunity to scrutinise executive policy and actions;
- specific, for example, the limits of questions that can be asked at question time and the nature of the encounters which have become a battle of wits rather than an effective probing of the executive set against the opportunity to question ministers directly and publicly.

- Reward focus and balance. In particular, do not mistake description for analysis.
- Given the nature of the question, do not expect both breadth and depth. An informed and intelligent answer that focuses on the question is what is expected.
- Do not expect as much discussion of the value of debates
- Level 4 answers will offer a discussion that is clearly focused on whether debates and questions have proved to be an ineffective check on the power of the executive and usually display an awareness of both sides of the argument.

AO3

- Two marks should be used to credit spelling, punctuation and grammar where a full answer is provided.
- Two marks should be used to credit the ability to identify relevant points correctly and to present an argument clearly where a full answer is provided.
- A very short answer which meets the above criteria should not be awarded full marks for AO3.

- 4 (a) Outline the convention of collective responsibility. [20]
 (b) Discuss the importance of collective responsibility in the United Kingdom today. [20]

(Specification: *The Prime Minister and Cabinet: ... collective responsibility.*)

- (a) **AO1:** Candidates must display a knowledge and understanding of the main features of collective ministerial responsibility including some of the following:

- its status as a 'non-statutory rule';
- the basic principle that all members of the government, and not just the ministers concerned, are collectively responsible for the successes or failures of the government;
- that all ministers are expected to share responsibility for any decisions made by the Cabinet, even if they have taken no part in that decision;
- that implicit in the doctrine of collective responsibility is the notion that all ministers are bound to support government decisions before parliament, their party and the public, and that, at the very least, they must refrain from publicly criticising government policy;
- that any minister who dislikes a particular policy and cannot bring themselves to publicly support it is expected to resign.

- Better candidates will be aware that collective responsibility does not imply collective decision-making.
- Credit candidates who are able to use a range of contemporary examples.

- (b) **AO2:** Candidates must discuss view that the convention of collective responsibility is important in British politics and may make some of the following points:

- collective responsibility remains the basis of both cabinet government and responsible (accountable) government;
- indeed, the convention is applied more widely now than was originally the case and is also expected of the shadow cabinet;
- ministers who cannot accept collective responsibility do resign in response to the doctrine - Heseltine, Lawson, Howe, Cook, Short;
- however, it now seems to be applied less stringently than formerly and ministers have remained in government despite their known opposition to certain policies (Brown?), and indeed, have offered public, if coded, criticism of their own government (short).
- In some cases - the Agreement to Differ - such opposition has been officially sanctioned;
- while leaks and the publication of diaries - even after a minister might have left the government - might indicate a decline in support for the principle of confidentiality.

- Reward focus and balance. In particular, do not mistake description for analysis.
- Level 4 answers will clearly focus on whether or not the convention of collective responsibility is still important in British politics and display and awareness of both sides of the argument.
- Credit candidates who are able to use contemporary examples.

AO3

- Two marks should be used to credit spelling, punctuation and grammar where a full answer is provided.
- Two marks should be used to credit the ability to identify relevant points correctly and to present an argument clearly where a full answer is provided.
- A very short answer which meets the above criteria should not be awarded full marks for AO3.

- 5 (a) Describe the role of the higher civil service in British government. [20]
 (b) Discuss the view that higher civil servants should have a greater influence on policy-making. [20]

(Specification: Delivery of government policy through ministers, civil servants, quangos and agencies: relationship between; individual ministerial responsibility.)

- (a) **AO1:** Candidates must display a knowledge and understanding of the role of the higher civil service, and may include some of the following points:
- the role of the higher civil service as servants of the Crown, effectively the government of the day. Better candidates will be aware that the duty of civil servants is first and foremost to their minister;
 - their role as senior managers, ensuring the efficient discharge of the work of a department;
 - their role in giving the minister honest and impartial advice and in carrying out decisions with energy and good will, whether they agree with them or not;
 - their role as advisors, formulating and developing departmental policy, and as personal assistants to ministers, servicing and briefing them on both administrative and political matters.
- Level 4 answers will clearly focus on the role of the higher civil service.
 - Credit candidates who are able to use a range of contemporary examples.
- (b) **AO2:** Candidates must be able to discuss the view that higher civil servants should have a greater influence on policy-making. The discussion should focus on the characteristics and constitutional position of ministers and civil servants and may cover some of the following:
- the relatively greater expertise and experience of civil servants in their areas of responsibility;
 - the fact that civil servants are not constrained by party ideology or commitment and are therefore able to give the minister honest and impartial advice without fear or favour, whether the advice accords with the minister's view or not;
 - the fact that ministers have other commitments (to their party and constituents) which does not allow them time to engage with the issues in depth or detail.
 - However, constitutionally, the determination of policy is the responsibility of the minister and the minister alone;
 - the political nature of many decisions;
 - issues of accountability.
- Reward focus and balance. In particular, do not mistake description for analysis.
 - Level 4 answers will offer a discussion that is clearly focused on whether the higher civil service should have a greater influence on policy-making and display and awareness of both sides of the argument.
 - Credit candidates who are able to use a range of contemporary examples.

AO3

- Two marks should be used to credit spelling, punctuation and grammar where a full answer is provided.
- Two marks should be used to credit the ability to identify relevant points correctly and to present an argument clearly where a full answer is provided.
- A very short answer which meets the above criteria should not be awarded full marks for AO3.

- 6 (a) Outline the functions of parliament. [20]
 (b) Discuss the view that the House of Lords is of little importance in the British system of government. [20]

(Specification: *The UK Parliament: functions; ...second chamber.*)

- (a) **AO1:** Candidates must display a knowledge and understanding of the functions of the parliament, and may include some of the following:
- considering and approving legislation;
 - considering and approving the government's proposals to raise and spend money;
 - examining and criticising the activities of the government;
 - representing the people and expressing their grievances;
 - sustaining the government and legitimising its activities;
 - acting as a forum for debate on national issues;
 - informing and educating the electorate;
 - providing a recruiting and training ground for ministers;
 - acting as the highest court of appeal.
- Level 4 answers will clearly focus on the main functions of parliament and display knowledge and understanding of a range of these functions, however it is not necessary to include all the functions listed or to identify which functions are the sole preserve of the Commons or Lords.
 - Credit candidates who are able to use a range of contemporary examples.
- (b) **AO2:** Candidates must be able to discuss the view that the House of Lords is of little importance in the British system of government and may cover some of the following:
- Its limited functions, for example, unable to approve or reject financial legislation, to bring down a government;
 - the limits on its power to exercise the functions it does have, for example, the Parliament Acts, its composition, its lack of legitimacy;
 - its historical unwillingness to use its power - but ...?
 - but, in an era of large Commons majorities, its role as one of the few independent checks on the power of the executive;
 - its role in complementing and supplementing the work of the Commons, particularly in the area of scrutiny;
 - its willingness to use the power it does have;
 - its work as the final court of appeal - though this function could be, and may be taken, by a separate 'supreme court'.
- Reward focus and balance. In particular, do not mistake description for analysis.
 - Level 4 answers will offer a discussion of the importance of the House of Lords and display an awareness of both sides of the argument.
 - Credit candidates who are able to use a range of contemporary examples.
- AO3**
- Two marks should be used to credit spelling, punctuation and grammar where a full answer is provided.
 - Two marks should be used to credit the ability to identify relevant points correctly and to present an argument clearly where a full answer is provided.
 - A very short answer which meets the above criteria should not be awarded full marks for AO3.

7 Discuss the impact that membership of the European Union has on parliament. [20]

(Specification: The relationship between the United Kingdom and the EU: impact of single European Act, Maastricht and Amsterdam treaties; impact of EU institutions on the UK.)

- For **AO1** marks candidates must display knowledge and understanding of the impact on parliament of British membership of the EU, and may include some of the following:
 - the sovereignty of parliament;
 - parliamentary organisation;
 - the parliamentary agenda.

- For **AO2 marks** candidates must be able to discuss the impact on parliament of British membership of the EU and may cover some of the following:
 - the impact of membership on the sovereignty (legal supremacy) of parliament - the agreement of parliament is not required for EU legislation, EU law is superior to UK law and therefore the EU constitutes a higher constitutional authority; parliament has, in a sense, bound its successors;
 - but, limited by opt-outs secured (EMU and social chapter at Maastricht, Schengen at Amsterdam) in some cases; some aspects of the EU are intergovernmental rather than supranational, for example, defence and foreign policy; it is possible for parliament to repeal the 1972 *European Communities Act*, and for the Crown (on government advice) to annul the 1993 *Treaty of Maastricht* NB new EU constitution; the view that sovereignty has not been lost, but 'pooled'.

AO3

- Two marks should be used to credit spelling, punctuation and grammar where a full answer is provided.
- Two marks should be used to credit the ability to identify relevant points correctly and to present an argument clearly where a full answer is provided.
- A very short answer which meets the above criteria should not be awarded full marks for AO3.

8 Discuss the importance of the treaties of Maastricht and Amsterdam. [20]

(Specification: *The relationship between the United Kingdom and the EU: impact of ... Maastricht and Amsterdam treaties*).

- For **AO1** marks candidates must display knowledge and understanding of the Maastricht and Amsterdam treaties:

Maastricht

- creation of a European Union of three pillars
- the creation of a common citizenship
- commitment to Economic and Monetary Union (EMU)
- acceptance of a social protocol (known at the time as the 'Social Chapter')
- establishment of co-decision making
- further extension of QMV voting in the Council of Ministers
- creation of a Cohesion Fund to help poorer states and regions adjust to economic change.
- creation of the Committee of the Regions

Amsterdam

- changes made to the organisation of the EU: QMV, more co-decision, greater transparency, future size of EP limited.
 - Human Rights were addressed for the first time: Respect for human rights, democracy and the rule of law became a requirements for membership of the EU and discrimination outlawed; free movement of people guaranteed; EU committed to harmonising the laws on immigration, visas, asylum and divorce
 - creation of Europol and Community-level action against organised crime and EU fraud to be permitted.
 - defence was brought into the treaty framework.
- For **AO2 marks** candidates must be able to discuss the importance of the treaties of Maastricht and Amsterdam, perhaps focusing on:

Constitutional, for example:

- the expansion of EU responsibilities
- higher levels of co-operation/integration
- the consequent greater loss/pooling of sovereignty, though limited by opt-outs secured (EMU and social chapter at Maastricht, Schengen at Amsterdam);
- the increased protection of rights (social chapter 1997 not HRA 2000) and freedom of movement;
- another step towards a federal Europe?

Political, for example:

- the increased importance of European issues in British politics
- the fatal division of the Conservative party? (Maastricht)

Governmental, for example

- even greater attention paid to European matters.

- Reward focus and balance. In particular, do not mistake description for analysis, but do reward both.
- Level 4 answers will clearly focus on the importance of the treaties of Maastricht and Amsterdam for Britain.
- Credit candidates who are able to use contemporary examples

AO3

- Two marks should be used to credit spelling, punctuation and grammar where a full answer is provided.
- Two marks should be used to credit the ability to identify relevant points correctly and to present an argument clearly where a full answer is provided.
- A very short answer which meets the above criteria should not be awarded full marks for AO3.

**Mark Scheme 2694
June 2006**

Levels	AO1	AO2	AO3
4	10-12	10-12	5-6
3	7-9	7-9	4
2	4-6	4-6	2-3
1	0-3	0-3	0-1

1 Evaluate the strengths and weaknesses of the Electoral College. [30]

(Specification: Presidential Elections: the Electoral College)

AO1: Candidates will display knowledge and understanding of the Electoral College. This may include: a definition; allocation of electoral college votes; winner-takes-all principle in most states; system used in Maine and Nebraska; need for an absolute majority (270); examples of recent electoral college results.

AO2: Expect candidates to evaluate the strengths and weaknesses of the Electoral College. Regarding strengths candidates may analyse: the tendency to produce a two-horse race with the winner receiving over 50% of both the popular and electoral votes (though not in some recent elections); preserving the voice of the small-population states. Regarding weaknesses candidates may analyse: distortion of the popular vote (though not in 2004); possibility of the winner of the popular vote losing the electoral vote (as in 2000); 'rogue' electors; unfairness to national third parties; possibility of deadlock.

2 Discuss the reasons for the continued failure of third party and independent candidates. [30]

(Specification: Political Parties: role of third parties)

AO1: Candidates will display knowledge and understanding of third party and independent candidates in American politics. This may include: a definition; types; examples. They may also display knowledge of results of presidential, congressional and some state elections illustrating the generally poor electoral showing of third parties.

AO2: Expect candidates to discuss the reasons for the continued failure of third party and independent candidates in American politics. These may include: the electoral system; certain federal and state laws; problems of ideology; lack of well-known and well-qualified leaders; lack of money and media coverage; the all-embracing nature of the two major parties; major parties' tendency to adopt third parties' policies if they prove popular. Reward candidates who challenge the assumption of the question.

- 3 Discuss the effectiveness of the various methods used by pressure groups in American politics. [30]**

(Specification: Pressure Groups: methods used)

AO1: Candidates will display knowledge and understanding of pressure groups. This may include: a definition; types; functions. They will also display knowledge and understanding of a range of methods used by pressure groups such as: electioneering; fund-raising; lobbying; publicity; organising grassroots activities; litigation in the Courts; extra-legal methods. Expect candidates to illustrate their answers with a wide range of examples with maybe some case studies illustrating pressure group activity in certain high-profile areas.

AO2: Expect candidates to discuss the effectiveness of a range of methods used by pressure groups in American politics. Look for analysis of the way in which different pressure groups use different methods to different effect as well as the effectiveness of legal v extra-legal methods. Candidates will judge effectiveness through an analysis of the extent to which pressure groups fulfil their functions and achieve their objectives.

- 4 Discuss the claim that the constitutional checks and balances between the president and Congress are largely ineffective. [30]**

(Specification: The Constitution: Separation of Powers, and checks and balances; The Presidency: relations with Congress; Congress: oversight of the executive branch)

AO1: Candidates will display knowledge and understanding of the concepts of 'separation of powers' and of 'checks and balances'. Candidates will also display knowledge and understanding of such presidential checks on Congress as: the power to veto or pocket veto legislation; the power to act as commander-in-chief. They will also display knowledge and understanding of such congressional checks on the president as their power to: amend, block or reject the legislation he proposes; override the president's veto; investigate and impeach/remove the president; the Senate's powers over the president's nominations and treaties.

AO2: Expect candidates to discuss the ineffectiveness of many of these checks. Candidates are likely to concentrate on the ineffectiveness of checks in such areas as: the presidential veto; the confirmation process of appointments (in the Senate); the president's 'war-making' powers; Congress's powers of investigation and impeachment. Reward candidates who relate their discussion to the issue of party control as well as those who challenge the assumption of the question.

5 Assess the extent to which 'leadership' exists in Congress. [30]

(Specification: Congress: leadership; Committees: Party Cohesion)

AO1: Candidates will display knowledge and understanding of leadership in Congress. This may include knowledge of such positions as: Speaker of the House of Representatives; President and President Pro Tempore of the Senate; majority and minority leaders of both houses; committee chairmen.

AO2: Expect candidates to assess the extent to which 'leadership' exists in Congress. This may include an analysis of such issues as: the nature of political parties in American politics and specifically of their role in Congress; the decentralised nature of Congress; the decline in the power of many leadership positions, especially in that of committee chairmen; factors affecting voting in Congress. Reward candidates who assess the importance of personality and individual skill in exercising leadership. Also reward candidates who attempt some analysis of the term 'leadership'.

6 Assess which is most helpful to the President: the Cabinet or the Executive Office of the President. [30]

(Specification: The Presidency: Cabinet; Executive Office of the President)

AO1: Candidates will display knowledge and understanding of the Cabinet and the Executive Office of the President (EXOP). Regarding the Cabinet, this may include: appointment process and membership; functions of cabinet meetings; individual roles of cabinet officers in running their departments. Regarding EXOP, this may include: appointment process and membership; some specific offices such as the White House Staff and the National Security Council.

AO2: Expect candidates to assess the respective helpfulness of the Cabinet and EXOP to the president in a balanced fashion showing a realisation that each group performs different functions and has differing strengths and weaknesses. Look for an assessment of the differences between the two groups in terms of proximity and loyalty to the president.

7 Evaluate the role played by the Supreme Court in safeguarding fundamental rights and liberties. [30]

(Specification: The Supreme Court: issues concerning judicial review; civil rights and liberties; The Constitution: amendments)

AO1: Candidates will display knowledge and understanding of: the Supreme Court including its membership; the Court's power of judicial review including some recent illustrative landmark decisions of the Court; examples of some specific fundamental rights and liberties such as those concerning freedom of speech, freedom of religion, or those concerning women or ethnic minorities.

AO2: Expect candidates to evaluate the role played by the Supreme Court in safeguarding fundamental rights and liberties. This evaluation should centre upon the Court's degree of effectiveness in safeguarding a range of rights and liberties. Reward candidates who offer a balanced evaluation and who understand that other institutions – such as Congress, the president and pressure groups – may also have a role to play in safeguarding rights and liberties.

8 Assess whether the National Party Conventions still play an important role in American politics. [30]

(Specification: Presidential Elections: nominating process)

AO1: Candidates will display knowledge and understanding of National Party Conventions. This may include: a definition; cities where Conventions have recently been held; how delegates are apportioned and selected; their formal functions concerning candidate selection and policy formulation; their informal functions concerning party unity and enthusing both the delegates and the ordinary voters; acceptance speeches; media coverage; post-Convention 'bounce'. Reward candidates who refer to specific recent examples.

AO2: Expect candidates to assess the importance of both the formal and informal functions of the National Party Conventions. Regarding the formal functions, candidates will argue that the importance of these roles has declined, largely due to: the primaries; the selection of the VP running-mate *before* the Convention; the avoidance of heated debate over policies. Regarding the informal functions, candidates will argue that the Conventions can still play an important, though maybe declining, role.

Mark Scheme 2695
June 2006

Levels	AO1	AO2	AO3
4	10-12	10-12	5-6
3	7-9	7-9	4
2	4-6	4-6	2-3
1	0-3	0-3	0-1

1 Discuss the main criticisms of direct democracy. [30]

(Specification: Types of Democracy)

AO1: Candidates will display knowledge and understanding of the concept of direct democracy. Reward a clear definition of the concept and understanding of its application in its traditional Athenian sense and modern usage, e.g. referendums and initiatives. Expect reference to relevant political theorists, e.g. Plato, Rousseau and Mill.

AO2: Candidates should identify the key weaknesses in the system. These may include; tyranny of the majority, demagoguery, lack of political knowledge of citizenship, and practicality. Expect evaluation of the criticisms and reward candidates who compare direct democracy with other democratic models.

2 Compare and contrast the different models of representation. [30]

(Specification: Representation)

AO1: Candidates will display knowledge and understanding of the different models of representation. Expect reference to the trustee, delegate, mandate, and resemblance models. Reward candidates who illustrate their comparison with illustrative examples and reference to relevant theorists, e.g. Burke, Paine and Mill.

AO2: Candidates should compare the similarities and differences between the different models. Factors might include, the meaning of representation, degree of independence and accountability of the representative, the basis of sovereignty (popular or parliamentary). Candidates who identify similarities as well as differences should access the higher bands of the markscheme.

3 Evaluate the justifications for state intervention. [30]

(Specification: Role of The State)

AO1: Candidates will display knowledge and understanding of the various theories justifying state intervention. These might include; minimal intervention in classical liberal and conservative traditions, socialist and modern liberal ideas on economic management, and highly interventionist ideas relating to communist and totalitarian regimes. Reward reference to relevant theorists, e.g. Mill, Marx, and TH Green.

AO2: Candidates should evaluate the different perspectives on state intervention. Candidates will tend to focus on the differing degrees of intervention relating them to ideological perspectives. Factors might include the extent of individual liberty, the necessity to tackle poverty and social inequality, and desire to create an all-embracing state.

4 Assess the extent of the similarities between New Right and classical liberal ideas. [30]

(Specification: Political Ideologies)

AO1: Candidates will display knowledge and understanding of the concepts of the New Right and classical liberalism. Expect illustrative evidence of themes relating to the role the individual, economic liberalism and social control. Reward candidates who make use of relevant theorists, e.g. Locke, Mill, Hayek and Nozick.

AO2: Candidates should identify similarities relating to economic independence and a minimal state, whilst highlighting distinctions with regard to morality and social conservatism. Reward candidates who appreciate variations in both ideological perspectives and the different circumstances faced by 19th century classical liberals and mid to late 20th century New Right theories.

5 Assess the extent of the difference between contractual obligation with natural duty theories. [30]

(Specification: Political Obligation)

AO1: Candidates will display knowledge and understanding of the basis of political obligation. Expect illustrative evidence relating to liberal social contract theories and conservative/socialist perspectives on natural and social duty. Expect reference to relevant theorists, e.g. Hobbes, Locke, Rawls, Socrates and Rousseau.

AO2: Candidates should assess the nature of contractual relations and their basis on rational decision making by the citizenship (explicitly or implicitly). Candidates should contrast this with conservative notions of moral obligation, respect and teleological ideas focussing on goals of obligation. Similarities between the two might include the extent of obligation by the citizenship in practice. Candidates who do comment on similarities as well as differences should access the higher levels of the markscheme.

6 Discuss the view that there should be limits on political toleration. [30]

(Specification: Liberty)

AO1: Candidates will display knowledge and understanding of the meaning of toleration. Candidates may seek to distinguish between toleration and permissiveness and relate the former to illustrative evidence on its use in liberal style democracies. Expect reference to arguments used particularly by liberal thinkers, e.g. Locke and Mill in advocating toleration and conservative theorists in restricting toleration.

AO2: Candidates should discuss the necessity of toleration in pluralist liberal democracies, contrasting this with political intolerance in authoritarian regimes. Reward candidates who focus on limits to toleration in liberal democracies, based upon perceived threats by extremists, the necessity of censorship and populist sentiment. Reward also candidates who adopt a libertarian perspective in rejecting any limits to toleration.

7 Assess the extent to which power stems from the use or threat of coercion. [30]

(Specification: Power, Authority and Legitimacy)

AO1: Candidates will display knowledge and understanding of the meaning of power and in particular relating to its coercive aspects. Candidates are expected to identify its usage in authoritarian style regimes and reference made to coercive force from theorists such as Marx and Mao Tse Tung. Candidates may also use evidence of its usage within liberal democracies.

AO2: Candidates are expected to assess the validity of the statement and introduce other forms of power. These might include, decision making, agenda setting and thought control. Expect candidates to differentiate the use of coercive power in authoritarian regimes and decision making in liberal democracies. Reward those who identify elements of the use of coercive power in liberal democracies.

8 Discuss the nature and extent of the difference between legal and political sovereignty. [30]

(Specification: Sovereignty)

AO1: Candidates will display knowledge and understanding of the meaning of sovereignty and be able to distinguish between its legal and political forms. Expect illustrative evidence relating to the exercise of legal sovereignty in its de jure sense, and its contrasts with de facto political sovereignty. Expect reference to relevant political theorists, e.g. Bodin and Hobbes.

AO2: Candidates should discuss key differences relating to the origins of legal and political sovereignty. These might include relation to constitutional and natural law (legal) and the exercise of power based upon obedience through coercive force (political). Reward candidates who highlight also the mutual relationship between the two with legal sovereignty requiring some form of de facto exercise of power and rulers claiming legal authority.

Mark Scheme 2698
June 2006

The following marks apply to all questions.

	AO1	AO2	AO3
Maximum	24 marks	24 marks	12 marks
Level 4	19-24	19-24	10-12
Level 3	13-18	13-18	7-9
Level 2	7-12	7-12	4-6
Level 1	0-6	0-6	0-3

1 Discuss the importance of judicial independence from other branches of government.

[60]

(Specification 2597: Relationship between executive and judiciary; 2694: The Supreme Court: membership and appointment process; 2698: Judiciaries: issues of neutrality and independence.)

AO1: Candidates will show knowledge of judicial independence in theory, and the extent to which judges and courts are able to maintain independence in practice. There may be knowledge of case studies perhaps of judicial independence, or political influence, or the impact of politicised appointments to courts. There may be knowledge of certain controversial rulings, such as *Rasul v Bush 2004*, or the Ponting trial in the 80s, or the Lords' rulings on the Belmarsh detainees in December 2004. There may be knowledge of ways in which judges are appointed, (USA or other courts) or the guarantees which they give (the ECJ or ECHR) or other relevant principles, such as those protecting judges' salaries from reduction, or a secure term of office. Where appropriate, candidates should draw upon the knowledge of different political systems studied in other parts of the AS and A2 course.

AO2: Expect candidates to analyse the importance of judicial independence, arguing perhaps that it is essential in maintaining the rule of law in a democracy, or more specifically in reining in the power of the executive. There may be analysis of case studies in which the independence of courts was important, or which ruled against executives and their power. There may be analysis of case studies in which judicial independence was absent, or in which political appointees behaved politically, or where a court failed to uphold the rule of law. Where appropriate, candidates should analyse relevant features of, and make connections between, different political systems studied in other parts of the AS and A2 course.

2 Discuss whether the activity of interest groups helps or hinders representative democracy. [60]

(Specification 2596: Pressure groups; 2694: Pressure groups: implications for the democratic process; 2698: Pressure groups, function and power.)

AO1: Candidates will display knowledge of the role of groups in political systems. There may be knowledge of what is involved by the term 'representative democracy' in this context – that is, the system by which elected representatives take decisions on behalf of the electorate. There may be knowledge of certain theories of group behaviour, in which groups are seen as vital components of democracy on the one hand, or deleterious to it, on the other. There may be knowledge of case studies concerning the power of certain groups, such as the Countryside Alliance, the fuel protesters in Britain, or the NRA in the USA. Where appropriate, candidates should draw upon the knowledge of different political systems studied in other parts of the AS and A2 course.

AO2: Expect discussion of the ideas on offer. There may be analysis of the suggestion that groups are like serpents, strangling elected governments in their coils, or analysis of the power that such groups are able to bring to bear on politicians, through contributions to electoral funds, or by other means. There may be analysis of the idea that groups are essential in a democracy, allowing the views of minorities to be represented and heard, especially in systems wherein those minorities are otherwise poorly represented. Where appropriate, candidates should analyse relevant features of, and make connections between, different political systems studied in other parts of the AS and A2 course.

3 Contrast the importance of parties in the selection of presidential candidates and party leaders. [60]

(Specification 2596: Political parties: roles and functions; 2694: Political parties: roles and functions; 2698: Political parties: candidate and issue centred politics.)

AO1: Candidates will display knowledge of the role of parties in the selection of presidential candidates and party leaders. There may be knowledge of candidate centred campaigns in America, or the role of primaries in helping to choose candidates for presidential office. There may be knowledge of the role of parties in the differing processes for choosing party leaders in Britain. There may be knowledge of other relevant facts, such as falling membership rates, or activism.

Where appropriate, candidates should draw upon the knowledge of different political systems studied in other parts of the AS and A2 course.

AO2: Expect analysis of the importance of parties in their role of selecting presidential candidates and party leaders. There may be analysis of the role, in America, of primaries in selecting candidates. There may be analysis of the diminished role of the national convention and senior party figures; there may be analysis of the role, in Britain, of the parliamentary and national parties in selecting party leaders. There may be analysis of the consequences of both – the weak attachment of American politicians to party once in office, and the stronger ties to party in Britain.

Where appropriate, candidates should analyse relevant features of, and make connections between, different political systems studied in other parts of the AS and A2 course.

4 Discuss the merits of presidential forms of government over prime ministerial forms of government. [60]

(Specification 2597: The Prime Minister and Cabinet; Delivery of Government policy; 2694: The Presidency: theories of presidential power; 2698: Executives: theories of presidential, prime ministerial and cabinet government.)

AO1 Candidates should show knowledge of presidential forms of government and prime ministerial forms of government. There may be awareness of the method by which each acquires their office, and the power bases that consequently gives them. They may be aware of constitutional allocations and limits of powers. They may be aware of the structure and processes that form bridges between executives and legislatures in different political systems, and the powers that each office can exercise.

Where appropriate, candidates should draw upon the knowledge of different political systems studied in other parts of the AS and A2 course.

AO2 Expect candidates to debate the merits of one system over another. There may be analysis of the fact that premiers, in prime ministerial forms will usually enjoy a guaranteed majority in the legislature, and therefore be able to accomplish more. In the case of a presidential system, attention may be drawn to the checks and balances that limit the powers which prime ministers elsewhere may exercise without much constraint: diplomacy and war-making. More sophisticated analyses may conclude that there may not be much difference in practice between the forms. There may be analysis of other presidential systems such as that proposed for the European Union in the draft constitution.

Where appropriate, candidates should analyse relevant features of, and make connections between, different political systems studied in other parts of the AS and A2 course.

5 Analyse the claim that elections no longer fulfil their functions.**[60]**

(Specification 2595: Campaigns: Manifestos; 2694: Presidential elections; Congress: election; 2698: Elections: issues concerning representation, participation and democracy.

AO1 Candidates will show knowledge of the outcome of recent elections, and the functions of elections- for example in providing governments with mandates, holding governments to account, or providing an occasion for public participation. There will be knowledge of the dual nature of elections in America or elsewhere, in which it is possible for an administration to be elected alongside a legislature controlled by a different political party. There will be knowledge of elections in Britain which might have returned governments with an endorsement which is unconvincing, or with poor turn-outs.

There may be knowledge of the poor turn-out in recent elections, and that many governments are elected with less than 50% of the votes cast.

Where appropriate, candidates should draw upon the knowledge of different political systems studied in other parts of the AS and A2 course.

AO2 Expect analysis of the success of elections in their various roles. There may be some case studies of recent elections, - electoral landslides such as those for Reagan, Blair, and Thatcher. There may be analysis of the extent to which such victories grant a mandate given the fact that elections in America elect two institutions, often with different political control. There may be some analysis of the extent to which governments have, or have not been held to account by the electoral process – and candidates may discuss the British General Election of 2005, or the Spanish election of 2004 in this context. There may be analysis of a growing loss of faith in the electoral process amongst voters, and a consequent disengagement with elections.

Where appropriate, candidates should analyse relevant features of, and make connections between, different political systems studied in other parts of the AS and A2 course.

6 Discuss the benefits of a shift in power away from the centre in modern political systems. [60]

(Specification 2597: The Constitution: devolution; 2694: The Constitution: development of federalism; 2698: Constitutions: federal and unitary, devolution.)

AO1: Candidates will show knowledge of unitary, federal and devolved systems of government. Expect knowledge of the way in which federalism and other central/local systems break up power and responsibility between different levels of government. There may be knowledge of the arguments for devolution, in its broadest sense, from the centre in different political systems, and the various ways in which this is accomplished. Where appropriate, candidates should draw upon the knowledge of different political systems studied in other parts of the AS and A2 course.

AO2: Expect candidates to analyse the benefits of devolved or decentralised systems of government in comparison with more centralised systems. There may be analysis of the extent to which they allow self government, while preserving a system of government at the centre to be responsible for economic policy, and a foreign and security policy. Analysis may suggest that federal or devolved systems enhance democracy. On the other hand, there may be a more critical analysis of such systems suggesting that the looser organisation of states allows policy to diverge, and this might be unhealthy. Analysis may discuss the relative merits of federalism over unitary, or devolved systems. Reward candidates who discuss the EU as a burgeoning federal entity, and the advantages some might see in a more decentralised system. Reward candidates who discuss the EU constitution as describing a predominantly intergovernmental arrangement, and the advantages some might see in a more centralised system. Where appropriate, candidates should analyse relevant features of, and make connections between, different political systems studied in other parts of the AS and A2 course.

7 Discuss the view that the most important role of legislatures today is to check executives. [60]

(Specification 2597: The UK Parliament: functions, questions; 2694: Congress: oversight of the executive branch; 2698: Legislatures: relationships with the executive branches of government.)

AO1: Candidates will show knowledge of the role of legislatures in different political systems. There may be knowledge of the underlying constitutional frameworks in which legislatures operate, or other contexts, which has diminished the role of legislatures, and made their other contributions less important. There may be knowledge of the process of checking executives as it is exercised by different legislatures, and case studies of occasions on which legislatures have checked the executive. There may be knowledge of the process of passing legislation, and the role of leadership, or parliamentary rebels in this.

Where appropriate, candidates should draw upon the knowledge of different political systems studied in other parts of the AS and A2 course.

AO2: Expect candidates to analyse the proposition that legislatures today play their most important role in checking executives. There may be analysis of case studies either supporting or failing to support the view that this is now their chief role. More sophisticated answers may include analysis of the effectiveness of institutions in performing other roles. There may be discussion of the role of executives in providing leadership and initiative in the legislative process, to the extent, in some cases, of being the main legislative engine. There may be some discussion of the contribution to democracy of legislatures in representing the people. There may be analysis of the role of the European Parliament – for example: co-decision-making and the role of superintending the appointment of Commissioners.

Where appropriate, candidates should analyse relevant features of, and make connections between, different political systems studied in other parts of the AS and A2 course.

8 Evaluate the contribution of different institutions to the defence of rights and liberties in modern political systems. [60]

(Specification 2596: Civil Rights and Liberties; 2694: The Supreme Court; civil rights and liberties; 2698: Civil Rights and Liberties, Judiciaries.)

AO1 Candidates will show knowledge of the ways in which institutions help to defend rights and liberties in different political systems. This may include knowledge of the contribution of legislatures in passing bills, or the courts in defending existing rights and liberties, or executives in proposing measures or taking other action to advance rights. There may be more specific knowledge of formal complaints procedures, ombudsmen, the efficacy of writing to representatives. There may be knowledge of the use of tribunals in different countries. There may be knowledge of the role of other institutions such as the media and interest groups. There may be well worked examples, using specific case studies.

Where appropriate, candidates should draw upon the knowledge of different political systems studied in other parts of the AS and A2 course.

AO2 Expect candidates to analyse the different roles of institutions in defending rights, in different contexts. There may be analysis of the role of courts in contexts where a written constitution is present. There may be analysis of the role of parliaments or other assemblies, and there may be discussion of the importance of their role in contexts where parliament is sovereign. There may be analysis of the role of other institutions such as the media and pressure groups. Reward candidates who refer to the ECHR or the ECJ as ways in which European citizens may increasingly find a defence of their rights and liberties.

Where appropriate, candidates should analyse relevant features of, and make connections between, different political systems studied in other parts of the AS and A2 course.

Mark Scheme 2699
June 2006

Report on the Units Taken in June 2006

The following marks will apply to all questions.

	AO1	AO2	AO3
Maximum	24 marks	24 marks	12 marks
Level 4	19-24	19-24	10-12
Level 3	13-18	13-18	7-9
Level 2	7-12	7-12	4-6
Level 1	0-6	0-6	0-3

1 Analyse the appeal of democracy both in theory and in practice. [60]

(Specification 2595 Elections and voting behaviour, 2695 Democracy and Representation, 2699 Defining democracy)

AO1 Candidates are expected to show knowledge and understanding of the processes, institutions and cultural aspects of the concept of democracy. There should be recognition of the central features including popular participation, consent, majority rule and accountability. Reward should be given to those students who are able to apply the concept to the workings of modern democratic systems. Weaker answers will tend to only display a limited/ basic knowledge of some of the central aspects of democratic systems – often only descriptive in their explanation of the operation of democracy. Better answers will display a good/ thorough understanding of the rise in popularity of the concept especially from the nineteenth century onwards and are able to illustrate their answers with a range of modern examples relating to a range of democratic systems.

AO2 Expect candidates to establish criteria for assessing the appeal of democracy both for theorists and in its practical usage. They may also evaluate the successes of both procedural and structural aspects of the concept. Recognition of the flexibility in the concept and the way in which it has become an aspiration should further be rewarded. Weaker candidates will tend only to make a limited/ basic attempt at evaluating the appeal of the system – probably limiting their analysis to either democratic theory **or** its modern operation. Better answers will show a good/ thorough appreciation of a variety of interpretations of the concept (liberal, proletarian and participatory models) and apply their answer to both theory and practice.

Report on the Units Taken in June 2006

2 Examine the extent to which participatory democracy is still possible in modern politics. [60]

(Specification 2596 Politics of UK, 2695 participation and consent, 2699 models of democracy)

AO1 Candidates should display knowledge and understanding as to the meaning of participatory democracy and be able to identify its main components – popular sovereignty, empowerment of the citizenship through direct decision making and its impact upon the virtues of the citizens themselves. Attempts to apply the concept to modern participatory schemes such as the Kibbutz system in Israel and community action projects in western liberal democracies should be rewarded. Students who only relate the concept to the use of referendums should receive only limited reward for their understanding of the concept. Weaker answers will tend to have only a limited/ basic understanding of the concept and be able to illustrate their answers with only a few if any relevant practical examples. Better answers will show a good/ thorough understanding of the concept and provide evidence of successful and unsuccessful modern experiments relating to the concept.

AO2 Reward should be given for those students that examine the modern day viability of the concept and as well as using the ideas of traditional advocates such as Rousseau, update their analysis with the use of communitarian thinkers such as Etzioni. Candidates are expected to highlight criticisms of the concept and in doing so may use the ideas of elite theorists such as Michels and Schumpeter. Those students that are able to examine the effectiveness of practical examples (eg New Labour's sporadic interest in stakeholder schemes and community action projects such as Balsall Heath in Birmingham and Tower Hamlets in London) should be rewarded highly. Weaker students will tend to only give a one sided assessment of the viability of the concept whereas better answers will be able to give a balanced assessment of the both the ideas and practical application of participatory democracy.

3 Examine what, if anything, makes Britain a liberal democracy.

[60]

(Specification 2595 Elections and 2596 Politics of UK, 2695 forms of government, 2699 liberal democracy)

AO1 Knowledge and understanding is expected of the central aspects of liberal democracy; limited government restricted by constitutional arrangements, protection of individual rights and liberties, and limited engagement of the citizenship in the political process through indirect representation. There should be attempts made by the candidates to apply these ideas to both the institutional arrangements of the British system and also the cultural values that lie behind its operation. Reward should also be given to those candidates that seek to give comparative examples of the workings of the UK system to other liberal democratic states either in Europe or the USA. Weak answers will tend to have only a limited/ basic understanding of the meaning of liberal democracy and be able to make only the most generalised application to the workings of British democracy. Better answers will have a good/ thorough appreciation of liberal democracy and be able to ascribe aspects relevant to Britain as well as provide evidence of deficiencies.

AO2 Candidates are expected to examine the ways in which Britain conforms to the central notions of a liberal democracy. Issues that may be highlighted could include a lack of a codified constitution, formal separation of powers or full Bill of Rights as well as the degree of pluralism and the climate of tolerance for individual rights and liberties. Evidence on New Labour's constitutional reforms should be rewarded. Candidates who extend their analysis beyond the procedural and institutional arrangements to the structural values behind British politics should be further rewarded. Weaker answers will tend to only describe features of the British system and make limited/ basic attempts to relate it to liberal democracy. Better answers will show a sophisticated appreciation of the links to liberal democracy and be able to highlight the most pertinent associations. Those answers that **only** describe how Britain fails in its claim to be a liberal democracy should only be rewarded as a limited attempt to address the argument.

Report on the Units Taken in June 2006

4 Discuss the importance of parliamentary accountability in modern politics. [60]

(Specification 2597 Government of the UK, 2695 power authority and legitimacy, 2699 Representation and democracy)

AO1 Candidates are to be awarded for their knowledge and understanding of the key methods of Parliamentary accountability both electoral and public (pressure groups, media etc.). Expect specific examples of evidence for both effective and ineffective accountability – these may include examples of corruption, parliamentary discipline, and amendments to legislation. Weaker answers will largely display only a limited/ basic knowledge of the systems of accountability and will only be able to give generalised explanations of their usage. Better answers will display a good/ thorough knowledge of the workings of Parliamentary accountability.

AO2 Candidates are expected to relate their answers to issues such as the existence of a democratic deficit, 'elective dictatorship and the lack of electoral accountability for the Lords. Candidates who extend their discussion to the relative accountability of the EU Parliament should be rewarded. Reward also candidates who adopt a more theoretical approach in discussing competitive elite theories on the necessity for limitations on accountability. Weaker answers will tend to be descriptive in their explanation of methods of accountability. Better answers will attempt to form a critique of problems over effective accountability making effective comparisons between the systems employed in modern parliaments.

5 Examine the view that liberal democracy has triumphed.

[60]

(Specification 2596 Politics of UK, 2695 Political ideologies, 2699 Ideologies and democracy)

AO1 Candidates are expected to display knowledge and understanding of the Fukuyama thesis on the collapse of alternate twentieth century ideologies to liberal democracy – expect evidence on the collapse of fascism and communism in the mid to late twentieth century. Details also should be included on the durability and attractiveness of liberal democracy (for example the dynamism of the capitalist economy, the promotion of the individual and subsequent rights protection, as well as limits upon government actions). Weaker answers will only have a limited/basic understanding of the Fukuyama thesis and will provide little evidence on its validity. Better answers will have a good/ thorough understanding of the central premise of the argument and be able to illustrate with comparative examples of the spread of liberal democratic regimes.

AO2 Candidates are to be rewarded for their examination of the merits of the argument in both supporting the thesis and disputing its ideas. Expect reference to the broader end of ideology debate and reward highly those that examine post 9/11 factors such as the increase of religious fundamentalism and potential for anti globalisation movements in forming alternate ideologies to liberal democracy. Students may also consider the influence of Neo Conservatism in the US and its attempts to forcefully export liberal democracy to countries such as Afghanistan and Iraq. Weaker answers will tend to adopt a one sided analysis of the debate often being descriptive in the use of the Fukuyama thesis. Better answers will give a balanced analysis in evaluating the reasons for the expansion of liberal democratic regimes globally as well as problems with liberal democracy from alternate ideologies.

Report on the Units Taken in June 2006

6 Discuss the extent to which differing views of human nature shape party ideologies and policies. [60]

(Specification 2596 Politics of UK, 2695 Political ideologies, 2699 Ideologies and democracy)

AO1 Candidates are expected to show knowledge and understanding of the different attitudes towards human nature based upon party ideological traditions. Expect details on the positive views on human nature from both socialist and liberal ideological standpoints reflected in policies aiming towards the promotion of positive liberty (for example welfare reforms and liberalisation of laws on sexuality and censorship). This should be contrasted with the more negative traditions of conservative thought emphasising the necessity of a strong law and order state. Expect specific supporting evidence from recent party policies. Weaker answers will have only a limited/ basic understanding of the differing views on human nature and will make few effective links to contemporary party policy. Better answers will have a good/ thorough understanding of differing perspectives on human nature and provide a wide range of modern illustrative examples.

AO2 Candidates are required to discuss the current party attitudes in relation to traditional ideological perspectives. Candidates may wish to discuss the perceived movement away from traditional socialist views under New Labour with regards to positive perceptions of human nature, and an increasingly authoritarian tone to many of the Blair administration's policies (e.g. law and order and anti terrorism laws). Candidates may question whether attitudes towards human nature are any longer indistinguishable as politics appears to become increasingly managerial rather than ideological in Britain and the EU (candidates may possibly link this to the impact of globalisation on national politics). Weaker answers will tend to restrict themselves to traditional ideological viewpoints (eg Burke, Marx and Mill), or list party policies with little effective linkage to the question. Better answers will put into context traditional ideological distinctions with convergence theories on party views, undermining established attitudes towards human nature.

Report on the Units Taken in June 2006

7 Discuss the view that elections no longer fulfil their functions.

[60]

(Specification 2595 Elections and Government of the UK, 2695 Participation and consent, 2699 Responsible Government)

AO1 Candidates are required to show knowledge and understanding of the process of elections and their functions. These may include the establishing of a democratic mandate to governments, providing democratic accountability of politicians, as well as providing the personnel of the legislative and executive branches of government. Expect evidence of successes in removing unpopular governments and electing administrations with clear mandates. They should also show knowledge of the problems with a range of electoral systems in securing a clear mandate to govern as well as a decline in public confidence in the electoral process (decline in voter turnout etc.). Weaker answers will tend to have a limited/basic understanding of the role of elections and will only be able to offer a few generalised examples of the workings of elections in the UK and the EU. Better answers will have a good/thorough understanding of the functions of elections and have well worked examples of their merits and deficiencies.

AO2 Candidates should be aware of issues such as legitimacy, mandate theory and electoral accountability. Expect reference to the sporadic accountability of elections (note views of Rousseau) in comparison to ongoing accountability through the media, pressure groups, parliament and the judicial process. Reward those candidates who identify elections as the central process of accountability in representative systems (see Burke). Candidates may also refer to the limited degree of public input through the electoral process as highlighted by elite theorists such as Schumpeter. Some candidates may develop an argument as to the declining importance of electoral accountability with the rise in apathy and one party dominance models in Britain and the EU. Weaker answers will offer limited discussion of the functions of elections tending to adopt a one sided approach to the effectiveness of their fulfilment. Better answers will adopt a more balanced discussion of the functions of elections and make an effective judgement on their fulfilment.

Report on the Units Taken in June 2006

8 Discuss the importance of international human rights legislation in protecting the rights of citizens. [60]

(Specification 2596 Politics of UK, 2695 Rights and Liberties, 2699 Rights and Liberties)

AO1 Candidates are expected to show knowledge and understanding of the various attempts to codify and protect human rights through international legislation such as ECHR and UN Declarations. Expect specific examples of both effective redress of grievance at bodies such as the European Court of Human Rights at Strasbourg and war crimes tribunals at Nuremburg and The Hague. Candidates should also provide evidence of the limitations of international legislation in non cooperative countries (for example evidence from Israel's rejection of UN directives or human rights abuses in China and North Korea). Weaker answers will have a limited/ basic understanding of international conventions and will be able to offer only generalised evidence on their successes and/ or failures. Better answers will have a good/ thorough knowledge of the workings of international conventions and give clear working examples of both successes and failures.

AO2 Candidates should be able to discuss the effectiveness of human/ moral rights in comparison with legally enforceable rights (note utilitarian critique of moral rights by theorists such as Bentham). Candidates may distinguish between regimes that recognise individual rights, often codifying international legislation into their own domestic Bill of Rights (note Human Rights Act 1998 giving some legal codification to the ECHR in the UK) and those that place greater emphasis upon collective interests (see proletarian democracies and military style regimes). Reward candidates who draw comparisons between economic globalisation and the ensuing pressures to conform to international rights agreements. Weaker answers will have limited discussion of the role of international conventions and often will be one sided in their consideration of their importance. Better answers will display discussion of both the benefits and deficiencies of moral interpretations of rights as well as evaluation of their practical applications.

Advanced GCE Government and Politics (3834/7834)
June 2006 Assessment Series

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2595	Raw	100	73	64	56	48	40	0
	UMS	90	72	63	54	45	36	0
2596	Raw	100	69	59	49	40	31	0
	UMS	90	72	63	54	45	36	0
2597	Raw	100	70	60	51	42	33	0
	UMS	120	96	84	72	60	48	0
2694	Raw	90	69	61	54	47	40	0
	UMS	90	72	63	54	45	36	0
2695	Raw	90	68	60	53	46	39	0
	UMS	90	72	63	54	45	36	0
2696	Raw	90	72	64	56	49	42	0
	UMS	90	72	63	54	45	36	0
2698	Raw	120	89	78	68	58	48	0
	UMS	120	96	84	72	60	48	0
2699	Raw	120	89	80	71	62	53	0
	UMS	120	96	84	72	60	48	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3834	300	240	210	180	150	120	0
7834	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
3834	26.0	47.0	65.1	78.4	89.5	100	1169
7834	29.3	57.0	77.4	91.7	98.5	100	849

For a description of how UMS marks are calculated see;
www.ocr.org.uk/OCR/WebSite/docroot/understand/ums.jsp

Statistics are correct at the time of publication.

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