

Advanced Subsidiary GCE

GOVERNMENT and POLITICS

GOVERNMENT OF THE UK

2597

Exemplar Specimen Paper for first examination in January 2007

Additional materials:
Answer booklet

TIME 1 hour

INSTRUCTIONS TO CANDIDATES

Write your name, Centre number and candidate number in the spaces provided on the answer booklet.
Answer **three** questions.

If you use more than one answer booklet, fasten the sheets together.

Answers should be written in continuous prose.

Write the numbers of the questions you answer on the front of your answer booklet.

INFORMATION FOR CANDIDATES

The number of marks is given in brackets [] at the end of each question or part question.

You will be awarded marks for quality of written communication including clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.

The maximum number of marks for this paper is **120**.

Answer **three** questions.

- 1** (a) Outline the principle of the separation of powers. [12]
(b) Discuss the view that the British system of government would be better if there was a greater separation of powers. [28]
- 2** (a) Outline the role of the cabinet in the government of the United Kingdom. [12]
(b) Discuss the view the Britain now has prime ministerial government and not cabinet government. [28]
- 3** (a) Outline the role of the whips in maintaining party unity in the House of Commons. [12]
(b) Discuss the view that MPs should always support their party in parliament. [28]
- 4** (a) Explain what is meant by judicial review in the United Kingdom. [12]
(b) Discuss the view that judicial review in the United Kingdom is ineffective. [28]
- 5** (a) Explain what is meant by federalism. [12]
(b) Discuss the view that a more federal Europe is a threat to the United Kingdom. [28]

Oxford Cambridge and RSA Examinations



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Exemplar Mark Scheme for first examination in January 2007

GENERAL MARKING INSTRUCTIONS

When marking, examiners must use both this mark scheme and the Assessment Matrix (Appendix B of the subject specifications).

The Assessment Matrix

Broadly speaking, and depending on the question, examiners should look for:

- a balanced and well-focused answer;
- which correctly identifies a number and range of relevant and important factors;
- in detail;
- and communicates these clearly in a logical, fluent and coherent style;
- containing few, if any, errors of grammar, punctuation and spelling.

And credit answers which display knowledge and understanding of:

- current examples;
- political concepts, theories and language;
- other political systems including the EU;
- parallels, connections, similarities and differences.

Marks

- The mark for a particular question is obtained by the applying the mark scheme and Assessment Matrix.
- The maximum number of marks for each assessment objective is as follows:

	AO1	AO2	AO3	Total
Part (a) of all questions	8		4	12
Part (b) of all questions	8	16	4	28
Total	16	16	8	40

Assessment Objective 3

- Up to **four** AO3 marks can be awarded for each part question.
- Where a full-length answer is provided:
 - **two** marks should be used to credit the ability to construct clear arguments and explanations and to provide a range of evidence and to communicate these in a clear, structured manner, making use of appropriate political vocabulary;
 - **two** marks should be used to credit spelling, punctuation and grammar.
- Where answers are short, examiners must 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 principle of the separation of powers. [12]
(b) Discuss the view that the British system of government would be better if there was a greater separation of powers. [28]

[Specification: Constitution: principles of the UK constitution]

(a) AO1 [8]; AO3 [4]

- Candidates must display knowledge and understanding of the separation of powers, for example, that:
 - it is one of the classic doctrines of liberal politics which asserts that, in order to prevent the concentration of power in the hands of a few, each of the three functions of government (legislation, execution and adjudication) should be entrusted to a separate branch (the legislature, the executive and the judiciary) which alone should be able to exercise that power.
- Better candidates may distinguish between the separation of function and the separation of personnel.
- To reach Level 4, candidates must clearly be able to correctly identify and outline the principle of the separation of powers, but do not expect great depth.
- Credit candidates who are able to use a range of contemporary examples, including non-British ones.

(b) AO1 [8]; AO2 [16]; AO3 [4]

- For AO1 marks, candidates must display knowledge and understanding of how the separation of powers operates in the UK, for example:
 - the executive is drawn from, and therefore, overlaps with, the legislature;
 - the formal independence of the judiciary;
 - the presence of the law lords in the House of Lords;
 - the roles of the lord chancellor;
 - delegated legislation and administrative tribunals.
- For AO2 marks, candidates must discuss whether the British system of government would benefit from a greater separation of powers. Such a discussion should cover some of the following points:
 - it might reduce the concentration of power in the hands of a few, principally the executive branch and in particular the prime minister;
 - it might improve the ability of the various parts of government to check and balance each other;
 - but a greater separation of powers might lead to more ineffective and inefficient government as a result of gridlock or paralysis.
 - and much depends on how much greater the separation of powers would be, which powers they are and whether it is a separation of function and power or of personnel.
- Reward focus and balance, but distinguish between description (AO1) and analysis (AO2).
- Level 4 answers will offer a discussion that is clearly focussed on whether the British system of government would benefit from a greater separation of powers and there will be some attempt at a balanced analysis.
- Candidates who provide answers which are short, poorly focussed, lacking range and/or depth and which present only one side of the argument should be placed in the lower.
- Reward any attempt to delineate different points of view.
- Credit candidates who are able to use contemporary examples.

- 2 (a) Outline the role of the cabinet in the government of the United Kingdom. [12]
(b) Discuss the view the Britain now has prime ministerial government and not cabinet government. [28]

[Specification: Executive: role, function and power of the cabinet; debate over prime ministerial power]

(a) AO1 [8]; AO3 [4]

- Candidates must display knowledge and understanding of the role of the cabinet including:
 - its formal role in:
 - ◇ approving important decisions;
 - ◇ planning the business of parliament;
 - ◇ arbitrating in cases of disputes between departments;
 - ◇ providing oversight and co-ordination of government policies;
 - ◇ providing political leadership for the party in parliament and in the country;
 - its more informal role in:
 - ◇ representing various interests/wings/elements/regions within the party;
 - ◇ as a check on the PM;
 - ◇ legitimising decisions taken elsewhere;
 - and as:
 - ◇ a sounding board;
 - ◇ a party political body.
- To reach Level 4, candidates must be able to identify and outline a range of roles, but do not expect great depth.
- Credit candidates who are able to use a range of contemporary examples.

(b) AO1 [8]; AO2 [16]; AO3 [4]

- For AO1 marks, candidates must display knowledge and understanding of the concepts of prime ministerial and cabinet government, for example that:
 - cabinet government involves collective decision-making with the prime minister *primus inter pares*;
 - in prime ministerial government, the prime minister assumes a more dominant role and the cabinet becomes an advisory body.
- For AO2 marks, candidates must discuss whether the British system of government is best characterised as prime ministerial government or cabinet government. The discussion should cover some of the following points:
 - the powers and power of the PM;
 - PM's use of this power (style?);
 - the limitations on this power;
 - the powers and power of the cabinet;
 - the cabinet's use of this power;
 - the limitations on this power.
- Some candidates may choose to reject the view expressed in the question as a false dichotomy and favour other interpretations, for example, the idea of a core executive, or the central executive territory. They should be credited.
- Reward focus and balance, but distinguish between description (AO1) and analysis (AO2).
- Level 4 answers will offer a discussion that is clearly focussed on whether the UK has prime ministerial government or cabinet government and there will be some attempt at a balanced analysis.
- Candidates who provide answers which are short, poorly focussed, lacking range and/or depth and which present only one side of the argument should be placed in the lower levels.
- Reward any attempt to delineate different points of view.
- Credit candidates who are able to use contemporary examples.

- 3 (a) Outline the role of the whips in maintaining party unity in the House of Commons. [12]
(b) Discuss the view that MPs should always support their party in parliament. [28]

[Specification: Legislature role of parliament; parliamentary government; role of backbenchers and opposition; parties in parliament: organisation, whips]

(a) AO1 [8]; AO3 [4]

- Candidates must display knowledge and understanding of the role of the whips in maintaining party unity in the House of Commons, for example, that:
 - whips ensure that MPs attend divisions and vote in accordance with agreed party policy;
 - more generally they act as a channel of communication between the leadership and the backbenches - listening, explaining, persuading - but also between the backbenches and the leadership.
- To reach Level 4, candidates must clearly be able to identify and outline the role of the whips in maintaining party unity in the Commons, but do not expect great depth
- Credit candidates who are able to use a range of contemporary examples.

(b) AO1 [8]; AO2 [16]; AO3 [4]

- For AO1 marks, candidates must display knowledge and understanding of the nature of party loyalty in British politics and the system of party discipline in the Commons as well as MPs' responsibilities to their parties, conscience and the national interest.
- For AO2 marks, candidates must discuss whether MPs should always support their party in parliament. Such a discussion should cover some of the following points:
 - The nature, importance and consequences of their duty of loyalty to:
 - ◇ their party: national, parliamentary and local;
 - ◇ the electorate, both those who voted for them and those who didn't;
 - ◇ the national interest;
 - ◇ other groups they may represent;
 - ◇ their conscience.
 - Candidates may also want to comment some of the following:
 - ◇ the view that the British system of government rests upon party discipline;
 - ◇ the need for the government to get its legislation through parliament (as it was elected to do);
 - ◇ the need for the opposition to effectively oppose the government;
 - ◇ the view that voters vote for parties, not candidates;
 - ◇ the need for parties to appear united if they are to win or retain power.
- Reward focus and balance, but distinguish between description (AO1) and analysis (AO2).
- Level 4 answers will offer a discussion that is clearly focussed on whether MPs should always support their party in parliament and there will be some attempt at a balanced analysis.
- Candidates who provide answers which are short, poorly focussed, lacking range and/or depth and which present only one side of the argument should be placed in the lower levels.
- Reward any attempt to delineate different points of view.
- Credit candidates who are able to use contemporary examples.

- 4 (a) Explain what is meant by judicial review in the United Kingdom. [12]
(b) Discuss the view that judicial review in the United Kingdom is ineffective. [28]

[Specification: Judiciary: power of the judiciary: judicial review]

(a) AO1 [8]; AO3 [4]

- Candidates must display knowledge and understanding of what is meant by judicial review in the UK, for example, that:
 - judicial review generally is the duty (and power) of courts to decide whether an action of a public body is lawful or, in some political systems, constitutional;
 - in the UK this means 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;
 - there is no general right to judicial review in the UK - it is at the discretion of the courts - and judges in the UK do not have the power to challenge the merits of a decision or to declare an act of parliament unconstitutional.
- To reach Level 4, candidates must be able to identify and explain a range of aspects of what is meant by judicial review in the UK, but do not expect great depth
- Credit candidates who are able to use a range of contemporary examples, including non-British ones.

(b) AO1 [8]; AO2 [16]; AO3 [4]

- For AO1 marks, candidates must display knowledge and understanding of how judicial review operates in the UK.
- For AO2 marks, candidates must discuss the view that judicial review in the UK is ineffective. Such a discussion should cover some of the following points:
 - 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;
 - the nature of the judiciary.
 - But also its value a check upon the executive;
 - and in protecting individual rights and liberties.
- Reward focus and balance, but distinguish between description (AO1) and analysis (AO2).
- Level 4 answers will offer a discussion that is clearly focussed on the view that judicial review in the UK is ineffective and there will be some attempt at a balanced analysis.
- Candidates who provide answers which are short, poorly focussed, lacking range and/or depth and which present only one side of the argument should be placed in the lower levels.
- Reward any attempt to delineate different points of view.
- Credit candidates who are able to use contemporary examples.

- 5 (a) Explain what is meant by federalism. [12]
(b) Discuss the view that a more federal Europe is a threat to the United Kingdom. [28]

[Specification: European Union: major developments since 1990, current issues, for example monetary union, EU constitution, democratic deficit, federalism]

(a) AO1 [8]; AO3 [4]

- Candidates must display knowledge and understanding of what is meant by ‘federalism’ along the lines that:
 - federalism is a form of government in which the power, functions and sovereignty of the state are divided between the central and regional government so that each exercises responsibility for a particular set of functions independently of the other;
 - in a federal system of government, each body retains sovereignty within its own sphere of responsibility and the powers it exercises are not delegated to it by some other authority. In such systems, while the national government is sovereign in some matters, for example, foreign policy, defence and economic policy, the regional governments are sovereign in others, for example, education and welfare.
 - Federal systems can be contrasted with unitary systems in which power and sovereignty are concentrated in the hands of a single body, for example, in the UK, parliament and in which any powers exercised by regional government are derived from the national government.
- To reach Level 4, candidates must clearly be able to identify and explain what is meant by federalism, but do not expect great depth
- Credit candidates who are able to use a range of contemporary examples, including non-British ones.
- Credit candidates able to use examples of unitary and devolved government to point up the nature of federalism.

(b) AO1 [8]; AO2 [16]; AO3 [4]

- For AO1 marks, candidates must display knowledge and understanding of the view that a federal Europe is a threat to the UK - and the appropriate counter-views.
- For AO2 marks, candidates must discuss whether a more federal Europe is a threat to the UK or not. Such a discussion should cover some of the following points:
 - the view that a more federal Europe would automatically lead to a further loss of sovereignty and independence of action;
 - that British interests would be further subsumed into European interests;
 - that it would lead to a highly centralised European superstate incapable to reacting to the needs of its constituent elements;
 - and a further threat to national distinctiveness and loss of tradition;
 - and a further increase in the democratic deficit.
 - But the view that these threats have been exaggerated;
 - or are simply not true;
 - and that the benefits of a closer relationship will outweigh any losses.
- Reward focus and balance, but distinguish between description (AO1) and analysis (AO2).
- Level 4 answers will offer a discussion that is clearly focussed on whether a more federal Europe is a threat to the UK or not and there will be some attempt at a balanced analysis.
- Candidates who provide answers which are short, poorly focussed, lacking range and/or depth and which present only one side of the argument should be placed in the lower levels.
- Reward any attempt to delineate different points of view.
- Credit candidates who are able to use contemporary examples.

