

# **OCR ADVANCED SUBSIDIARY GCE IN GOVERNMENT AND POLITICS (3834)**

## **OCR ADVANCED GCE IN GOVERNMENT AND POLITICS (7834)**

### **Specimen Question Papers and Mark Schemes**

These specimen papers are intended to accompany the OCR Advanced Subsidiary GCE and Advanced GCE specifications in Government and Politics for teaching from September 2000.

Centres are permitted to copy material from this booklet for their own internal use.

The GCE awarding bodies have prepared new specifications to incorporate the range of features required by new GCE and subject criteria. The specimen assessment material accompanying the new specifications is provided to give centres a reasonable idea of the general shape and character of the planned question papers in advance of the first operational examination.



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**Advanced Subsidiary GCE**

**GOVERNMENT and POLITICS**

**ELECTIONS, ELECTORAL SYSTEMS AND VOTING BEHAVIOUR IN  
THE UK 2595**

**Specimen Paper**

Additional materials:

Answer paper

**TIME** 1 hour

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

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

Answers should be written in continuous prose.

You must use your own knowledge and the source material in your answers.

Answer **all** questions.

**INFORMATION FOR CANDIDATES**

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

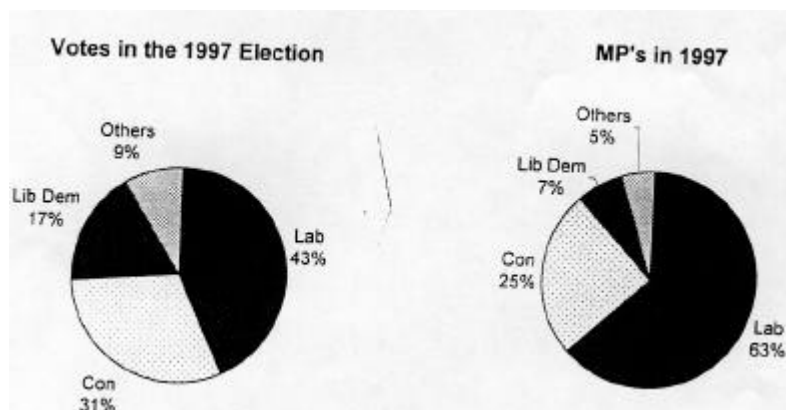
You will be awarded marks for quality of written communication including clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.

The maximum mark for this paper is **90**.

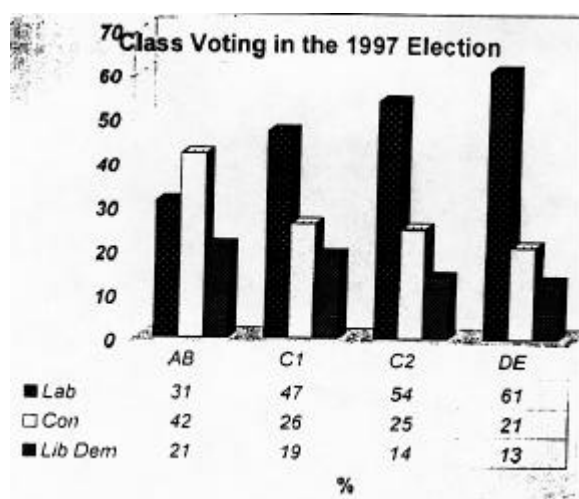


# ELECTIONS, ELECTORAL SYSTEMS AND VOTING BEHAVIOUR IN THE UK

## SOURCE A



## SOURCE B



## SOURCE C

### Factors affecting voting Behaviour in the Elections of 1992 and 1997

#### Black and Asian Voters

	1992 Election	1997 Election
Labour	81	78
Conservative	10	17

#### Gender

	Men	Women	Men	Women
Labour	40	36	44	44
Conservative	41	45	31	32
Lib/Dem	10	-	17	17

All figures in %



## SOURCE D

*The British General Election of 1997*



Answer **all** questions.

- 1 Using Source A, and your own knowledge, explain why there was a difference between the percentage of votes cast for each party and parliamentary seats actually won in the General Election of 1997. [12]
- 2 Using Sources B, C and D and your own knowledge, explain why the Labour Party won the General Election of 1997. [20]
- 3 Using Source B and your own knowledge, explain why class is no longer a very important factor in voting behaviour. [28]
- 4 Using Source A and your own knowledge, make out a case for reforming the current electoral system used for General Elections in the United Kingdom. [30]







**Oxford Cambridge and RSA Examinations**



**Advanced Subsidiary GCE**

**GOVERNMENT and POLITICS**

**ELECTIONS, ELECTORAL SYSTEMS AND VOTING BEHAVIOUR IN  
THE UK**

**2595**

**Mark Scheme**



- 1 Using Source A, and your own knowledge, explain why there was a difference between the percentage of votes cast for each party and parliamentary seats actually won in the General Election of 1997.**

*(Specification: UK Parliamentary elections: Electoral systems)*

Question 1: 12 marks: AO1: 8; AO3: 4

AO1: Level 1=0-2 marks; Level 2=3-4 marks; Level 3=5-6 marks; Level 4=7-8 marks

AO3: Level 1=0-1 marks; Level 2=2 marks; Level 3=3 marks; Level 4=4 marks

AO1. Candidates will display knowledge and understanding of: the data available in the pie charts; the relationship between the votes cast and the seats gained; the Lib-Dem drop in votes yet gains in seats; Labour gaining 43% of the vote in 1997 yet 63% of seats; the Conservative votes falling by 11% but there being a substantially greater fall in seats gained.

- 2 Using Sources B, C and D and your own knowledge, explain why the Labour party won the General Election of 1997.**

*(Specification: UK Parliamentary elections: Voting Behaviour)*

Question 2: 20 marks: AO1: 16; AO3: 4

AO1: Level 1=0-4 marks; Level 2=5-8 marks; Level 3=9-12 marks; Level 4=13-16 marks

AO3: Level 1=0-1 marks; Level 2=2 marks; Level 3=3 marks; Level 4=4 marks

AO1: Candidates will display knowledge and understanding of: the information concerning age, particularly the major swings to Labour; the ethnic vote patterns; the links between gender and voting; the Conservative Party divisions especially over Europe.

- 3 Using Source B and your own knowledge, explain why class is no longer a very important factor in voting behaviour.**

*(Specification: Voting Behaviour: issues concerning class)*

Question 3: 28 marks: AO1: 16; AO2: 8; AO3: 4

AO1: Level 1=0-4 marks; Level 2=5-8 marks; Level 3=9-12 marks; Level 4=13-16 marks

AO2: Level 1=0-2 marks; Level 2=3-4 marks; Level 3=5-6 marks; Level 4=7-8 marks

AO3: Level 1=0-1 marks; Level 2=2 marks; Level 3=3 marks; Level 4=4 marks

AO1: Candidates will display knowledge and understanding of: the degree to which class is still a factor; factors which have replaced class as a determinant of voting behaviour such as region, issues, personality, the economy.

AO2: Expect candidates to explain such matters as: why class has diminished in importance; why other influences have superseded it as a major determinant in voting behaviour. Reward candidates who show understanding of concepts such as representation.



**4 Using Source A and your own knowledge, make a case for reforming the current electoral system used for General Elections in the United Kingdom.**

*(Specification: Electoral systems; merits and demerits of; proposals for reform)*

Question 4: 30 marks: AO1: 8; AO2: 16; AO3: 6

AO1: Level 1=0-2 marks; Level 2=3-4 marks; Level 3=5-6 marks; Level 4=7-8 marks

AO2: Level 1=0-4 marks; Level 2=5-8 marks; Level 3=9-12 marks; Level 4=13-16 marks

AO3: Level 1=0-1 marks; Level 2=2-3 marks; Level 3=4 marks; Level 4=5-6 marks

AO1: Candidates will display knowledge and understanding of: the possible demerits of the present system; the alternative systems; issues such as the wasted vote and tactical voting; poor correlation between votes won and seats gained; unfairness to national third parties. Reward candidates who make good use of statistics to back up their case.

AO2: Expect candidates to argue a case: both the merits of the alternatives might be considered as well as the possible demerits of the present UK system. Reward candidates who address such concepts as legitimacy and representation.







**Advanced Subsidiary GCE**

**GOVERNMENT and POLITICS**

**POLITICS OF THE UK**

**2596**

**Specimen Paper**

Additional materials:

Answer paper

**TIME** 1 hour

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

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

Answers should be written in continuous prose.

You must use your own knowledge and the source material in your answers.

Answer **all** questions.

**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 **90**.



## Pressure Groups and Political Parties

There are several major debates now going on about the respective roles of both pressure groups and political parties. One key issue about pressure groups is whether the different tactics used by ‘insider’ and ‘outsider’ pressure groups can be combined without the insider groups losing their special status; particularly when an insider group starts to use the sort of direct action tactics more associated with outsider groups. The difficulty which some insider groups can face is that while direct action can attract attention and cash, it can also alienate governments and the EU which can lessen their chances of achieving their objectives.

Another debate going on at present is that raised so well by the Countryside March recently in London. It was clear that the Government was shaken by the very size of the march and the strength of feeling shown about issues like foxhunting, the right to roam and about farming generally. It also raised a much broader issue about the ability of the minority to impose its views on the majority and even more profound issues about the very workings of democracy in Britain.

This leads to a wider debate about the proper relationship between political parties and pressure groups. There is some fear that the latter are taking over the proper democratic role of the former. Some pressure groups represent many people, but allow little participation in the making of policy or in the choice of leaders. In theory, political parties allow much wider participation in the choice of leaders and candidates through their annual conferences, they allow the participation by members of parties in the making of policy. There is growing concern of some members of the Labour party (recently demonstrated by the resignation of a member of the Government) that the ‘New’ Labour government simply does not represent its core constituency. The old view that parties represent the interests of the nation as a whole, while pressure groups were more single minded, is not perhaps quite so true now.

### Original Material

Answer **all** questions.

- 1 (i) Give definitions of “insider” and “outsider” pressure groups (line 3). [8]  
(ii) Give **two** examples of each of these **two** types of pressure groups. [4]
- 2 (i) Describe how the **two** major parties elect their leaders. [12]  
(ii) Describe the role of the party conference in the **two** major parties. [8]
- 3 Identify the most important differences between political parties and pressure groups. [28]
- 4 Make a case to support the view that pressure groups harm the democratic process in the UK. [30]



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**2596**

**Mark Scheme**



**1. (i) Give definitions of “insider” and “outsider” pressure groups (line 3). [8]**

*(Specification: Pressure Groups: types)*

Question 1: 12 marks: AO1: 8; AO3: 4

AO1: Level 1=0-2 marks; Level 2=3-4 marks; Level 3=5-6 marks; Level 4=7-8 marks

AO3: Level 1=0-1 marks; Level 2=2 marks; Level 3=3 marks; Level 4=4 marks

AO1: Candidates will display knowledge and understanding of the particular characteristics of both insider and outsider pressure groups. Expect precise and accurate definitions that make clear the differences between the two types. Look for such factors such as: the links with government; sources of funds; public perception might be mentioned.

**(ii) Give two examples of each of these two types of pressure groups. [4]**

*(Specification: Pressure Groups)*

AO1: Candidates will display knowledge and understanding of: two insider groups and two outsider groups. Do not reward those who give examples from the source material.

**2. (i) Describe how the two major parties elect their leaders. [12]**

*(Specification: Political Parties: leadership election procedures)*

Question 2: 20 marks: AO1: 16; AO3: 4

AO1: Level 1=0-4 marks; Level 2=5-8 marks; Level 3=9-12 marks; Level 4=13-16 marks

AO3: Level 1=0-1 marks; Level 2=2 marks; Level 3=3 marks; Level 4=4 marks

AO1: Candidates will display knowledge and understanding of: the main stages of the election process in both the Labour and Conservative parties; the roles of the respective parliamentary parties; the electoral college in the Labour party; the ballot system within the Conservative Party. Reward those who give examples of the particular circumstances surrounding the elections of Blair and Hague.

**(ii) Describe the role of the party conference in the two major parties. [8]**

*(Specification: Political Parties: the role of party conferences)*

AO1: Candidates will display knowledge and understanding of: the different roles that each party conference plays; the changed role of the Labour Party conference; the limited power of Conservative Conference and its use as a sounding board.



### **3 Identify the most important differences between political parties and pressure groups. [28]**

*(Specification: Political Parties and Pressure Groups)*

Question 3: 28 marks: AO1: 16; AO2: 8; AO3: 4

AO1: Level 1=0-4 marks; Level 2=5-8 marks; Level 3=9-12 marks; Level 4=13-16 marks

AO2: Level 1=0-2 marks; Level 2=3-4 marks; Level 3=5-6 marks; Level 4=7-8 marks

AO3: Level 1=0-1 marks; Level 2=2 marks; Level 3=3 marks; Level 4=4 marks

AO1: Candidates will display knowledge and understanding of the main differences between political parties and pressure groups. These will include: the different structures and objectives; parties' wish to seek power while pressure groups wish mainly to influence those in power; pressure groups looking to a single issue or section while parties look at the interest of the nation. Expect to see points illustrated with relevant examples that highlight the differences.

AO2: Expect candidates to discuss: which differences are the most important and why; whether objectives which are legitimate for one are quite inappropriate for another; whether the differences lie in the differing objectives or in the means used to pursue them. Reward those who show an awareness of concepts such as participation and representation.

### **4 Make a case to support the view that pressure groups harm the democratic process in the United Kingdom. [30]**

*(Specification: Pressure Groups)*

Question 4: 30 marks: AO1: 8; AO2: 16; AO3: 6

AO1: Level 1=0-2 marks; Level 2=3-4 marks; Level 3=5-6 marks; Level 4=7-8 marks

AO2: Level 1=0-4 marks; Level 2=5-8 marks; Level 3=9-12 marks; Level 4=13-16 marks

AO3: Level 1=0-1 marks; Level 2=2-3 marks; Level 3=4 marks; Level 4=5-6 marks

AO1: Candidates will display relevant and up-to-date examples of pressure groups enabling them to make out a case to support the view that pressure groups harm the democratic process in the UK. They will also display knowledge and understanding of such concepts as democracy and representation.

AO2: Candidates will make a case to support this view which will include: the methods used by pressure groups which might be seen to be undemocratic; the undemocratic nature of some pressure groups; the way in which they are funded and led; the narrow focus of some groups; a minority imposing its view on a majority; the democratic process.







**Advanced Subsidiary GCE**

**GOVERNMENT and POLITICS**  
**GOVERNMENT OF THE UK**

**2597**

**Specimen Paper**

Additional materials:  
Answer paper

**TIME** 1 hour 15 minutes

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

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

Answers should be written in continuous prose.

Answer **three** questions, **two** from **Section A** and **one** from **Section B**.

**INFORMATION FOR CANDIDATES**

There are two sections in this paper.

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, **two** from **Section A** and **one** from **Section B**.

### SECTION A

Answer **two** questions from this section.

- 1      (a) Outline the main functions of the House of Lords. [20]  
      (b) Make a case for the further reform of the House of Lords. [20]
- 2      (a) Define the terms 'collective responsibility' and 'individual ministerial responsibility'. [20]  
      (b) Explain why 'collective responsibility' and 'individual ministerial responsibility' are important. [20]
- 3      (a) Describe the main powers of the Prime Minister. [20]  
      (b) Choose any **two** of these powers and explain why they are important. [20]
- 4      (a) Outline the main principles of the constitution. [20]  
      (b) Examine the weaknesses of having an unwritten constitution. [20]
- 5      (a) Explain what is meant by judicial review. [20]  
      (b) Examine its importance in the British political system. [20]
- 6      (a) Outline the main methods used by the House of Commons to check the government. [20]  
      (b) Choose any **two** of these methods and examine their effectiveness. [20]



## SECTION B

Answer **one** question from this section.

- 7      (a) Outline the main provisions of the Single European Act. [20]
- (b) Explain why these provisions are important. [20]
- 8      (a) Define the term 'sovereignty'. [20]
- (b) Explain why some people feel that the European Union is a threat to the 'sovereignty' of the United Kingdom. [20]







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**2597**

**Mark Scheme**



**These marks apply to all questions in Sections A and B.**

**(a)** AO1: 16; AO3: 4 = 20 marks

AO1 Level 1=0-4 marks; Level 2= 5-8 marks; Level 3=9-12 marks; Level 4=13-16 marks  
AO3 Level 1=0-1 marks; Level 2=2 marks; Level 3=3 marks; Level 4=4 marks.

**(b)** AO2: 16; AO3: 4 = 20 marks

AO2 Level 1=0-4 marks; Level 2= 5-8 marks; Level 3=9-12 marks; Level 4=13-16 marks  
AO3 Level 1=0-1 marks; Level 2=2 marks; Level 3=3 marks; Level 4=4 marks.

**1 (a) Outline the main functions of the House of Lords.**

**(b) Make a case for the further reform of the House of Lords.**

*[Specification: The UK Parliament: second chamber]*

**(a)** Candidates will display knowledge and understanding of the main functions of the House of Lords including: checking the actions of the government; scrutinising legislation; representing various interests; deliberation; the final court of appeal.

**(b)** Candidates will make a case for further change including the need to reform its composition (to rid it of the remaining hereditary peers; to make greater use of election; to ensure new procedures for appointing members are truly independent; to make it more representative in terms of party, region, ethnicity, gender and faith), powers (to reject and amend legislation) and role (as a check on the House of Commons).

**2 (a) Define the terms ‘collective responsibility’ and ‘individual ministerial responsibility’.**

**(b) Explain why ‘collective responsibility’ and ‘individual ministerial responsibility’ are important.**

*[Specification: The Prime Minister and Cabinet: collective responsibility; Delivery of Government Policy: ministers and civil servants]*

**(a)** Candidates will display knowledge and understanding of the terms ‘collective responsibility’ and ‘individual ministerial responsibility’. Regarding collective responsibility: that it applies to all members of the government jointly and publicly share responsibility for its successes or failures, even if they have not been involved in the decisions made. Regarding individual ministerial responsibility: that it is the convention that each minister, and not departmental officials, are responsible, or answerable, for the actions of their department, whether taken with the minister’s knowledge and consent or not. They will also understand that ministers are expected to maintain high standards of personal conduct and that resignation in response to the convention is rare.

**(b)** Expect candidates to explain why the terms ‘collective responsibility’ and ‘individual ministerial responsibility’ are important. They should include some of the following points: both are features of responsible and accountable government; collective responsibility is regarded as an essential pre-requisite for cabinet government, though the convention has been weakened by the willingness of cabinet ministers to leak details of disagreements (NB also the Agreement to Differ); individual ministerial responsibility is the political and constitutional reflection of the need for accountability in a democracy.



**3. (a) Describe the main powers of the Prime Minister.**

**(b) Choose any two of these powers and explain why they are important.**

*[Specification: The Prime Minister and Cabinet: powers]*

**(a)** Candidates will display knowledge and understanding of the main powers of the prime minister including: the prime minister's powers as the monarch's principal adviser (the power to declare war, sign treaties and cede territory, to recommend the dissolution of Parliament, to appoint and dismiss members of the government, to exercise other wide powers of patronage); his powers as head of government (to chair the cabinet and of most of its main committees, head of the civil service); his powers as head of his party both in the country and in parliament (to determine the parliamentary agenda, to ensure the passage of the government's legislation).

**(b)** Candidates will explain why each of the two powers chosen is important. They may argue that a particular power is important in itself, for example, that the right to exercise the prerogative powers gives the prime minister considerable freedom to conduct foreign policy without reference to parliament, or that they are instrumental in achieving some other goal, for example, that as head of the majority party in parliament, a prime minister with a majority and a loyal party can effectively control the legislative branch of government.

**4. (a) Outline the main principles of the constitution.**

**(b) Examine the weaknesses of having an unwritten constitution.**

*[Specification: The Constitution: principles; demerits of an unwritten constitution]*

**(a)** Candidates will display knowledge and understanding of the main principles of the constitution including some of the following: the sovereignty of parliament, the rule of law and, the separation of powers. They may also mention its democratic pretensions, its unwritten nature and hence relative flexibility, the protection given to the rights of the individual, and its unitary, monarchical and parliamentary nature.

**(b)** Expect candidates to examine some of the weaknesses of having an unwritten constitution including: there is no clear, easily understood or accessible statement of the power, functions and duties of the various organs of the state of the government, or the rights of the citizen; even fundamental and hard-won features of the constitution can be changed relatively easily; an unwritten constitution is an ineffective check on the government of the day and thus makes 'elective dictatorship' more likely.



**5. (a) Explain what is meant by judicial review.**

**(b) Examine its importance in the British political system.**

*[Specification: Relationship between executive and judiciary: judicial review]*

**(a)** Candidates will display knowledge and understanding of what is meant by judicial review, both the general principle (that the judicial branch of government in a state often has the power to decide whether an executive or legislative action is constitutional or legal) and how this principle operates in the UK (that the courts supervise the way in which the executive branch exercises its power in the sense that, when asked, the courts have the power to declare an action of the executive unlawful, but that judges do not have the power to declare an act of parliament unconstitutional).

**(b)** Expect candidates to examine the importance of judicial review in the British political system including: its growing importance (applications up from 533 to 3,901 between 1981 and 1996) and the areas in which its use is most common (immigration and housing); high profile cases; its importance as a check upon the executive (ministers, departments, agencies, local government and other public bodies); the limits on the power of the courts to declare an action unlawful; the government's ability to circumvent court decisions.

**6. (a) Outline the main methods used by the House of Commons to check the government.**

**(b) Choose any two of these methods and examine their effectiveness.**

*[Specification: UK Parliament: debates, questions and committees]*

**(a)** Candidates will display knowledge and understanding of main methods used by the House of Commons to check the government including: questions (oral, written, private notice questions); debates (Queen's Speech, legislative, general, opposition days, estimate days, EU debates); committees (standing, select). They may also mention tactics including filibustering, tabling amendments and EDMs.

**(b)** Expect candidates to examine the effectiveness of any two methods mentioned. For example, if they choose oral questions they should mention the value of ministers being questioned by the House of Commons on a regular basis and the publicity that such questioning attracts, but also the limits on the number and type of questions that can be asked, the 'sheltering' of ministers by the use of planted questions and the tendency for question time to end up as point-scoring exercise rather than a genuine attempt to provide information.



**7. (a) Outline the main provisions of the Single European Act.**

**(b) Explain why these provisions are important.**

*[Specification: The relationship between the UK and the EU: impact of the Single European Act]*

**(a)** Candidates will display knowledge and understanding of the main provisions of the Single European Act including: the commitment to the creation of an internal market by 1992; the extension of the number of issues on which majority voting was possible; the expansion of EC activity into new areas, for example, European political co-operation; the introduction of the co-operation procedure; the doubling of the EC regional and social funds to help those areas adversely affected by the changes; the creation of a social charter of workers' rights.

**(b)** Expect candidates to explain why the main provisions of the Single European Act are important, including: giving fresh impetus to the move towards greater European integration after years of stagnation; as a harbinger of the Maastricht and Amsterdam treaties; its role in strengthening the federal, as opposed to inter-governmental, nature of the EC; its impact upon British politics and the growth of Europhobia.

**8. (a) Define the term 'sovereignty'.**

**(b) Explain why some people feel that the European Union is a threat to the 'sovereignty' of the United Kingdom.**

*[Specification: sovereignty; The relationship between the UK and the EU: impact of EU institutions on the UK; debate about future development]*

**(a)** Candidates will display knowledge and understanding of what 'sovereignty' means including: the distinction between external, or national, sovereignty (a country which is not subject to the legal authority of another country as a colony would be) and internal, or parliamentary, sovereignty (a system of government in which the legislature is legally supreme). They may also distinguish between legal sovereignty (the power to make law within a state) and political, or popular, sovereignty (the power to choose the legislature and the government which rests with the people).

**(b)** Expect candidates to explain why some people feel that the European Union is a threat to the 'sovereignty' of the UK, essentially the loss of autonomy and right of independent action which membership requires. They may mention some of the following: the supra-national nature of the EU; the manner in which important decisions are taken (QMV); the status of those decisions once taken; the inability of British voters to 'throw the European rascals out' and other aspects of the 'democratic deficit'; the inevitability of the 'ever-closer union'.







**Oxford Cambridge and RSA Examinations**

**Advanced GCE**

**GOVERNMENT and POLITICS**  
**US GOVERNMENT AND POLITICS**

**2694**

**Specimen Paper**

Additional materials:  
Answer paper

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

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

Answers should be written in continuous prose.

Answer **three** questions.

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets [ ] at the end of each 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 mark for this paper is **90**.



Answer **three** questions.

- 1      Examine the reasons for the change in the balance of power between the Federal and State governments since 1980. **[30]**
- 2      Examine the view that third parties in America are doomed to failure. **[30]**
- 3      Evaluate the strengths and weaknesses of the system for choosing presidential candidates. **[30]**
- 4      Assess the relative importance of the factors which influence voting in Congress. **[30]**
- 5      Examine the claim that the Supreme Court is an effective defender of civil rights. **[30]**
- 6      Examine the relative usefulness to the president of the Cabinet and the Executive Office of the President. **[30]**
- 7      Assess the view that the US Constitution is an obstacle to good government. **[30]**
- 8      Evaluate the claim that pressure groups are too powerful in the United States. **[30]**



**Oxford Cambridge and RSA Examinations**



**Advanced GCE**

**GOVERNMENT and POLITICS**  
**US GOVERNMENT AND POLITICS**

**2694**

**Mark Scheme**



## US GOVERNMENT AND POLITICS

These marks apply to all questions in this unit.

AO1 Level 1= 0-3; Level 2=4-6; Level 3=7-9; Level 4= 10-12.

AO2 Level 1= 0-3; Level 2=4-6; Level 3=7-9; Level 4= 10-12.

AO3 Level 1= 0-1; Level 2 =2-3; Level 3 = 4; Level 4 = 5-6.

### **1 Examine the reasons for the change in the balance of power between the Federal and State governments since 1980.**

*(Specification: The Constitution: development of federalism)*

AO1: Candidates will display knowledge and understanding of: the dynamic nature of the relationship between Federal and State governments; the increased responsibility and activity of State governments and the reduced activity of the Federal government; the concept of New Federalism and the policies which emerge from it; the changes to Federal grant-in-aid to States; the attitude of the two major parties; the impact of the 'Republican revolution.' Reward candidates who refer to attempts by States to reform their finances and political organisation. Reward candidates who display knowledge and understanding of such concepts as power and states' rights.

AO2: Expect candidates to examine some of the following: the federal government's difficulties over budget deficits; conservative (Republican) reactions to the growth of Federal government up to 1980; the failure of the Federal government to deliver on policy in various areas (gridlock); anti-Washington attitudes illustrated by the term limits movement; the increased importance of Governors; the willingness of some States to innovate in policy. Reward candidates who cite examples of policy initiatives at State level in such areas as crime and welfare.

### **2 Examine the view that third parties in America are doomed to failure.**

*(Specification: Political Parties: role of third parties)*

AO1: Candidates will display knowledge and understanding of: third party candidates in presidential, congressional and State Governors' elections; the different types of third parties that exist such as ideological, protest, national, regional, state. Expect a good range of examples. Reward candidates who display knowledge and understanding of such concepts as representation, conservatism and liberalism.

AO2: Expect candidates to examine some of the following: the impact of the electoral system; the financial costs of American elections; the existence of electoral laws which impair the prospects for third parties; the reactions of the major parties to third parties; the anti-ideology political culture. Reward those who challenge the premise of the question.

### **3 Evaluate the strengths and weaknesses of the system for choosing presidential candidates.**

*(Specification: Presidential Elections: need for reforms)*

AO1: Candidates will display knowledge and understanding of the process by which presidential candidates are chosen including: caucuses; primaries (types and functions); front-loading; Super Tuesday; delegate selection; National Party Conventions. Reward candidates who also display knowledge and understanding of the pre-primary or invisible primary period. Reward candidates who display knowledge and understanding of such concepts as democracy and participation.



AO2: Expect candidates to evaluate some of the following strengths: increased voter participation; increased choice of candidates; testing of candidates' stamina and policy positions; decrease in corruption associated with the party boss system; more open, democratic, participatory. Expect candidates to evaluate some of the following weaknesses concerning: cost; length; role of media; lack of peer review.

#### **4 Assess the relative importance of the factors which influence voting in Congress.**

*(Specification: Congress: membership, leadership, committees, legislative process.)*

AO1: Candidates will display knowledge and understanding of: the parochial nature of Congress and the need to 'bring home the bacon'; re-election priorities; the importance of party influences; Executive branch influences; caucus groupings in Congress; growing significance of ideology; respect for committee decisions; pressure group and media influences. Reward candidates who are able to offer some examples of these factors in practice as well as those who display knowledge and understanding of such concepts as representation and accountability.

AO2: Expect candidates to assess the relative importance of some of the following: changing priorities caused by stronger party leadership; the effect of divided government; the perception of special interest influences. Candidates should appreciate the differences that exist between the House and the Senate and should examine reasons for the continuing significance of parochial factors.

#### **5 Examine the claim that the Supreme Court is an effective defender of civil rights.**

*(Specification: The Supreme Court: civil rights and liberties)*

AO1: Candidates will display knowledge and understanding of: a range of civil liberties; the role of the Court as arbiter of the Constitution; the concept of judicial review; the independent nature of the justices; the ability of the Court to nullify actions by elected institutions; examples of cases showing the Court protecting rights of African-Americans, women, accused persons etc. Candidates should display knowledge of some recent judgements which illustrate these areas. Reward candidates who display knowledge and understanding of such concepts as liberty and rights.

AO2: Expect candidates to examine some of the following: judicial activism and the attitude of the justices towards civil liberties as a determinant; pressures brought upon the Court by elected institutions and the public; strict and loose constructionist approaches; the attitude of civil liberty campaigners towards the Court; the impact of the nomination and confirmation process. Candidates should consider the significance of invalidating the actions of elected institutions.

#### **6 Examine the relative usefulness to the president of the Cabinet and the Executive Office of the President.**

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

AO1: Candidates will display knowledge and understanding of the Cabinet regarding: its origins; the appointment and confirmation process; membership; functions, both of individuals and collectively. They will also display knowledge and understanding of the Executive Office regarding: its origins; membership; the existence and work of some of the major offices within it.



AO2: Expect candidates to examine some of the following: Cabinet appointments as a form of political patronage; Cabinet appointments to help build links with Congress; the divided loyalty of Cabinet members in contrast to Executive Office personnel; the proximity of the Executive Office to the president; the secrecy, confidentiality speed of decision making in the EOP and the issues of trust and loyalty. Reward candidates who offer examples of friction between the two institutions.

## **7 Assess the view that the US Constitution is an obstacle to good government.**

*(Specification: The Constitution: separation of powers and checks and balances)*

AO1: Candidates will display knowledge and understanding of: some of the contentious provisions of the Constitution; the system of checks and balances; divided government, political conflicts and possible gridlock resulting from a separation of powers; the role of the Supreme Court in interpreting the Constitution. Reward candidates who display knowledge and understanding of such concepts as power and separation of powers.

AO2: Expect candidates to assess some of the following: problems in America which can in part be attributed to the Constitution such as gun violence, budget difficulties, welfare issues, racial problems. Candidates should offer a reasoned discussion of what constitutes good government. Reward candidates who challenge the assumption of the question.

## **8 Evaluate the claim that pressure groups are too powerful in the United States.**

*(Specification: Pressure Groups: arguments for and against their existence)*

AO1: Candidates will display knowledge and understanding of: the different types of pressure groups that exist; the susceptibility of the US government system to pressure group influence; policy communities and iron triangles; the role and activities of Political Action Committees; concepts of pluralism and elitism; the various strategies used by pressure groups to achieve their objectives. Candidates should offer relevant and up-to-date examples. Reward candidates who display knowledge and understanding of such concepts as participation, democracy and representation.

AO2: Expect candidates to evaluate some of the following: the influence of pressure groups based on money especially in the context of congressional elections; regulations affecting pressure groups such as campaign finance legislation; the inequalities between competing pressure groups; the role of pressure groups in defending minorities; the sectional, self-interested nature of groups; the need for pressure groups to legitimise politics and to foster participation; use of illegal methods.



**Advanced GCE**

**GOVERNMENT and POLITICS**  
**POLITICAL IDEAS AND CONCEPTS**

**2695**

**Specimen Paper**

Additional materials:

Answer paper

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

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

Answers should be written in continuous prose.

Answer **three** questions.

**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 mark for this paper is **90**.



Answer **three** questions.

- 1 Examine whether or not power is the same as authority. [30]
- 2 Assess what should be the role of the state. [30]
- 3 Evaluate how far conservatism is merely “opposition to change”. [30]
- 4 Assess what should be represented in a representative democracy. [30]
- 5 Examine the differences between democracy and dictatorship. [30]
- 6 Assess whether liberty is attainable. [30]
- 7 Examine the view that sovereignty is indivisible. [30]
- 8 Evaluate what is the basis of political obligation in a democracy. [30]



**Oxford Cambridge and RSA Examinations**



**Advanced GCE**

**GOVERNMENT and POLITICS**  
**POLITICAL IDEAS AND CONCEPTS**

**2695**

**Mark Scheme**



**These marks apply to all questions in this unit.**

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

### **1 Examine whether or not power is the same as authority.**

*(Specification: power, authority & legitimacy; political ideology; the state and sovereignty; political obligation)*

AO1: Candidates will display knowledge and understanding of the concepts of power and authority. They will explore the meaning of power and authority and how they have been defined. There will be knowledge of different types of power such as political, economic and military, and distinctions between different forms of authority such as traditional, charismatic and legal/rational. Knowledge will be illustrated with appropriate examples.

AO2: Candidates will examine some of the following: the extent to which power is about the ability to make someone do something whereas authority involves rightfulness; the distinction between legitimate and illegitimate rule; how authority is bestowed and the Weberian distinctions between different forms of authority; the origins of political authority and its connections with power; whether it is possible to exercise power without authority and whether it is possible to have authority without power; different ideological perspectives of the two concepts.

### **2 Assess what should be the role of the state.**

*(Specification: the nature and purpose of the state; rights, liberty and equality; legitimacy; political ideology)*

AO1: Candidates will display knowledge and understanding of the role of the state. They will explore the meaning of the state and the various roles that it can perform. There will be knowledge of different types of state such as unitary and federal, and of the different roles that the state can fulfil such as minimal, developmental, social democratic, collectivised and totalitarian. Knowledge will be illustrated with appropriate examples.

AO2: Candidates will assess some of the following: different theoretical and ideological perspectives on the role of the state such as pluralist, New Right and Marxist; the fundamental difference between those who perceive the state as a means of defending the rights of the individual compared with those who see the state as a mechanism through which collective action can be achieved; the state as variously a guarantor of the minimum conditions for orderly existence, active agent of growth and economic development, rectifier of the injustices of a market economy or all encompassing and interventionist monster.

### **3 Evaluate how far conservatism is merely “opposition to change”.**

*(Specification: political ideology; representation; political obligation)*

AO1: Candidates will display knowledge and understanding of the concept of conservatism and the meaning of “opposition to change”. They will explore the meaning of conservatism and how it has been defined. There will be knowledge of different types of conservatism such as traditional conservatism and New Right, and the differences between them. Knowledge will be illustrated with appropriate examples.



AO2: Candidates will evaluate some of the following: the extent to which conservatism involves “opposition to change” and how far it advocates change; how far the principal elements of conservatism may be perceived as merely “opposition to change” such as tradition, pragmatism, organicism, authority, property, hierarchy and view of the past; whether it is possible to have conservatism without “opposition to change”.

#### **4 Assess what should be represented in a representative democracy.**

*(Specification: representation, participation and consent; forms of government; political ideology)*

AO1: Candidates will display knowledge and understanding of the concepts of representation and representative democracy. They will explore the meaning of representation and representative democracy and how they can be interpreted and defined. There will be knowledge of different forms of representation such as social class, gender, race, ethnicity, and the characteristics of representative democracy such as limited government, pluralism, independent judiciary and political equality.

AO2: Candidates will assess some of the following: the purpose of representation and the distinction between direct and indirect democracy; representation via delegation as opposed to representation based on classic Burkean principles; the extent to which only “like” can represent “like”; the issue of minority representation; the impact of pluralism and elitism; the danger of majority rule and the risks of elective dictatorship.

#### **5 Examine the differences between democracy and dictatorship.**

*(Specification: forms of government; power, authority and legitimacy; sovereignty; rights, liberty and equality; political ideology)*

AO1: Candidates will display knowledge and understanding of the concepts of democracy and dictatorship. They will explore the meaning of democracy and dictatorship and how they have been defined. There will be knowledge of the characteristics of democracy and dictatorship. Knowledge will be illustrated with appropriate examples.

AO2: Candidates will examine some of the following differences between democracy and dictatorship: how government is selected and held accountable; how citizens participate in politics; how sovereignty is derived; how consent is established; how liberty and rights are interpreted; how political opposition is treated; how physical coercion is utilised; how legitimacy is derived; how political obligation is maintained; how the relationship between the state and the individual is justified.

#### **6 Assess whether liberty is attainable.**

*(Specification: rights, liberty and equality; political obligation, disobedience and revolution; the nature and purpose of the state)*

AO1: Candidates will display knowledge and understanding of the concept of liberty. They will explore the meaning of liberty and how it has been defined. There will be knowledge of different types of liberty - such as political and civil, positive and negative, and the distinction between different forms of liberty such as liberty of thought and liberty of action. Knowledge will be illustrated with appropriate examples.



AO2: Candidates will assess some of the following: how the concept of liberty has been interpreted by different political theorists; the boundaries of liberty and the extent to which liberty must be tempered by other values such as equality and the rights of others; the tension between liberty and equality as expressed; the pivotal role of the state in defining and protecting liberties with pertinent contemporary examples; whether liberty is only attainable in theory but not in practice.

## **7 Examine the view that sovereignty is indivisible.**

*(Specification: the state and sovereignty; power, authority and legitimacy; forms of government; rights liberty and equality)*

AO1: Candidates will display knowledge and understanding of the concept of sovereignty. They will explore the meaning of sovereignty and how it has been defined as well as the meaning of “indivisible”. There will be knowledge of different types of sovereignty such as legal and political, internal and external, national and supranational, and where sovereignty is located. Knowledge will be illustrated with appropriate examples.

AO2: Candidates will examine some of the following: the difference between monarchical and democratic sovereignty; arguments in favour of the divisibility of sovereignty such as the inappropriateness of unlimited power in a democracy; arguments against the divisibility of sovereignty such as the need for finality; the extent to which sovereignty, as supreme power, is a meaningful concept in the modern world and hence is divisible.

## **8 Evaluate what is the basis of political obligation in a democracy.**

*(Specification: political obligation, disobedience and revolution; forms of government; representation, participation and consent; power, authority and legitimacy; the nature and purpose of the state; political ideology)*

AO1: Candidates will display knowledge and understanding of the concepts of political obligation and democracy. They will explore the meaning of political obligation and democracy how they have been defined. There will be knowledge of different types of political obligation such as prudential and moral, and the distinction between different types of democracy such as direct, indirect and totalitarian. Knowledge will be illustrated with appropriate examples.

AO2: Candidates will evaluate some of the following: the different grounds for prudential and moral obligation and how these manifest themselves in a democracy; the importance of fear or dislike of consequences as the basis of prudential obligation; the importance of consent, social contract, common good or justice as the basis of moral obligation; how far prudential obligation typifies a dictatorship and moral obligation typifies democracy; the circumstances in which both prudential and moral obligation may be found in a democracy .



**Advanced GCE**

**GOVERNMENT and POLITICS**

**GOVERNMENT AND POLITICS RESEARCH ESSAY**  
(WRITTEN PAPER)

**2697**

**Specimen Paper**

Additional materials:

Answer paper

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

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

Answers should be written in continuous prose.

Answer **two** questions.

**INFORMATION FOR CANDIDATES**

This is a synoptic unit. You will be awarded marks for your ability to draw together the knowledge, understanding and skills which you have acquired from your study of all the modules in this course.

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 mark for this paper is **90**.



Consider the subject you have studied for your Research Essay.

Your Research Essay **must** be set out under the following **four** headings and, where appropriate, make comparisons with other political systems including the EU.

**1 Introduction and context:**

Outline the development of this subject in government and politics. [18]

**2 Debates and arguments:**

Identify and explain the debates and arguments surrounding this subject in government and politics. [28]

**3 Illustrative material:**

Identify and comment on a range of illustrative material in which this subject features in government and politics. [26]

**4 Possible developments:**

Analyse the possible developments of this subject in government and politics. [18]



**Oxford Cambridge and RSA Examinations**



**Advanced GCE**

**GOVERNMENT and POLITICS**

**GOVERNMENT AND POLITICS RESEARCH ESSAY  
(WRITTEN PAPER)**

**2697**

**Mark Scheme**



## Unit 2697: Research Essay (Written Paper)

### 1 Introduction and Context:

Outline the development of this subject in government and politics [18]

AO1: 6; AO2: 8; AO3: 4.

AO1: Level 1=0-1; Level 2=2-3; Level 3=4; Level 4=5-6

AO2: Level 1=0-2; Level 2=3-4; Level 3=5-6; Level 4=7-8

AO3: Level 1=0-1; Level 2=2; Level 3=3; Level 4=4

AO1: Candidates will provide a brief and focused introduction to the study and display knowledge and understanding of the context of the subject chosen. This is likely to include: a brief survey of the development of this subject over a number of decades; why the subject has been chosen.

AO2: Expect candidates to examine how and why this subject has become/is important to the study of government and politics.

### 2 Debates and Arguments:

Identify and explain the debates and arguments surrounding this subject in government and politics. [28]

AO1: 6; AO2: 16; AO3: 6

AO1: Level 1=0-1; Level 2=2-3; Level 3=4; Level 4=5-6

AO2: Level 1=0-4; Level 2=5-8; Level 3=9-12; Level 4=13-16

AO3: Level 1=0-1; Level 2=2-3; Level 3=4; Level 4=5-6

AO1: Candidates will identify the principal debates and arguments surrounding this subject in a comprehensive and well-balanced manner. Where appropriate, they will draw debates and arguments from a number of political systems, including the EU.

AO2: Expect candidates to explain the merits and demerits of these debates and arguments in a logical and balanced manner. Candidates will make use of a range of appropriate sources to reinforce their arguments using, where appropriate, direct quotations from a range of scholarly sources.



### 3 Illustrative Material:

Identify and comment on a range of illustrative material in which this subject features in government and politics. [26]

AO1: 6; AO2: 16; AO3: 4

AO1: Level 1=0-1; Level 2=2-3; Level 3=4; Level 4=5-6

AO2: Level 1=0-4; Level 2=5-8; Level 3=9-12; Level 4=13-16

AO3: Level 1=0-1; Level 2=2; Level 3=3; Level 4=4

AO1: Candidates will identify a range of illustrative material in which this subject features in government and politics. Look for examples that are up-to-date, well focused and, where appropriate, drawn from a number of political systems, including the EU.

AO2: Expect candidates to comment analytically on a range of illustrative material in which this subject features in government and politics. Candidates will reinforce their comment with an appropriately wide range of researched material in a focused, balanced and critical fashion.

### 4 Possible developments:

Analyse the possible developments of this subject in government and politics. [18]

AO1: 6 marks; AO2: 8 marks; AO3: 4 marks

AO1: Level 1=0-1; Level 2=2-3; Level 3=4; Level 4=5-6

AO2: Level 1=0-2; Level 2=3-4; Level 3=5-6; Level 4=7-8

AO3: Level 1=0-1; Level 2=2; Level 3=3; Level 4=4

AO1: Candidates will identify a range of possible developments of this subject in government and politics. Where appropriate, they will identify developments in a number of political systems, including the EU.

AO2: Expect candidates to analyse and make reasoned assessments of a range of possible developments of this subject in government and politics in a comprehensive and well-balanced manner. Where appropriate, they will draw debates and arguments from a number of political systems, including the EU.

AO3: Expect candidates to explain the merits and demerits of these debates and arguments in a logical and balanced manner. Candidates will make use of a range of appropriate sources to reinforce their arguments using, where appropriate, direct quotations from a range of scholarly sources.







**Advanced GCE**

**GOVERNMENT and POLITICS**  
**GOVERNMENT AND POLITICS (US OPTION)**

**2698**

**Specimen Paper**

Additional materials:

Answer paper

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

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

Answers should be written in continuous prose.

Answer **two** questions.

**INFORMATION FOR CANDIDATES**

This is a synoptic unit. You will be awarded marks for your ability to draw together the knowledge, understanding and skills which you have acquired from your study of all the modules in this course.

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 mark for this paper is **120**. Each question is worth **60** marks.



Answer **two** questions.

*This is a synoptic unit. You will be awarded marks for your ability to draw together the knowledge, understanding and skills which you have acquired from your study of all parts of this course.*

*In answering each question, candidates should draw upon the knowledge and understanding gained from their study of the Government and Politics of both the UK and the United States. Where appropriate, candidates should also make references to other political systems, as well as to the European Union.*

- 1 Discuss the merits of power being devolved from a central government. [60]
- 2 Evaluate the effectiveness of the functions performed by legislatures. [60]
- 3 Critically examine the changing role of the media in national elections. [60]
- 4 Examine the ways by which civil rights and liberties can be effectively protected. [60]
- 5 Assess the claim that cabinet government is more effective than either prime ministerial or presidential government. [60]
- 6 Evaluate the claim that the representative nature of government is largely determined by the electoral system. [60]
- 7 Assess the contribution of pressure groups to democratic government. [60]
- 8 Discuss the claim that major political parties are becoming less ideological. [60]



**Oxford Cambridge and RSA Examinations**



**Advanced GCE**

**GOVERNMENT and POLITICS**

**GOVERNMENT AND POLITICS (US OPTION)**

**2698**

**Mark Scheme**



**These marks apply to all questions in this unit.**

AO1 Level 1=0-6 marks; Level 2=7-12 marks; Level 3=13-18 marks; Level 4=19-24 marks.

AO2 Level 1=0-6 marks; Level 2=7-12 marks; Level 3=13-18 marks; Level 4=19-24 marks.

AO3 Level 1=0-3 marks; Level 2=4-6 marks; Level 3=7-9 marks; Level 4=10-12 marks.

## **1 Discuss the merits of power being devolved from a central government.**

*[Specification: Module 2597: sovereignty; devolution; Relationship between the UK and the EU (federalism); Module 2694: The Constitution (development of federalism); Module 2698: Constitutions: federal/unitary; devolution.]*

AO1: Candidates will display knowledge and understanding of: the division of power between national, sub-national and devolved governments, the powers that each possess and the changing relationships that have developed; unitary, federal and confederal arrangements; concepts of devolution, decentralisation and subsidiarity. In addition, candidates should also display knowledge and understanding of supra-national governments and their relationship with national governments.

AO2: Expect candidates to discuss the merits of power being devolved from a central government in a balanced fashion, dealing with arguments on both sides of the issue. In terms of merits, look for discussion of: participation; responsiveness; legitimacy; liberty; proximity; diversity. Reward candidates who challenge the assumption of the question.

## **2 Evaluate the effectiveness of the functions performed by legislatures.**

*[Specification: Module 2597: The UK Parliament (functions); Module 2694: Congress (functions); Module 2698: Legislatures (issues of effectiveness).]*

AO1: Candidates will display knowledge and understanding of the functions performed by legislatures. These might include: the passage of legislation; representation of interests; scrutiny of the executive; political recruitment; raising public awareness; legitimisation. Expect references to different types of legislatures – unicameral and bicameral – and also to the work of the whole chamber as well as to work performed by committees.

AO2: Expect candidates to evaluate the effectiveness of a range of functions performed by legislatures. These might include: the balance between speed and effective scrutiny in the passage of legislation; an evaluation of the effectiveness of committees' and legislative chambers' scrutiny of the executive; whether or not effectiveness is hindered or enhanced by the existence or lack of party cohesion and bicameral arrangements.

## **3 Examine the changing role of the media in national elections.**

*[Specification: Module 2595: Campaigns (role of media); Module 2694: Presidential Elections (role of media); Module 2698: Elections (campaign – role of media).]*

AO1: Candidates will display knowledge and understanding of the different elements of the media and the way they have impacted on national elections. Look for such areas as: television (news coverage; political advertising; inter-party and inter-candidate debates); radio; "free media"; newspapers (broadsheet and tabloid); journals; polling; "new media".



AO2: Expect candidates to examine the changing role the media have played in national elections in terms of: partisanship; selective coverage (over-concentration on trivia); agenda setting; media control and ownership. Also expect an examination of whether or not the media change voting habits or merely tend to reinforce them and the merits and demerits of the media's current role in national elections.

#### **4 Examine the ways by which civil rights and liberties can be effectively protected.**

*[Specification: Module 2596: Civil Rights and Liberties; Redress of Grievances; Module 2597: UK Parliament, Module 2694: The Supreme Court (civil rights and liberties); The Constitution (amendments); Module 2698: Civil rights and liberties; Constitutions; Legislatures; Executives and Judiciaries.]*

AO1: Candidates will display knowledge and understanding of a range of civil rights and liberties concerning: race; religion; gender; disability; privacy; freedom of speech, expression and association; freedom of the press. They will also display knowledge and understanding of mechanisms designed to protect such rights and liberties by national, sub-national and supra-national institutions. Reward candidates who display knowledge and understanding of such concepts as liberty and rights.

AO2: Expect candidates to examine the effectiveness with which civil rights and liberties are protected through a discussion of the role played by a range of governmental and political institutions including: legislatures; executives; judiciaries; political parties; pressure groups; the media. Candidates should also be expected to examine the effectiveness of constitutions and bills of rights in setting the structure within which rights and liberties can be effectively protected.

#### **5 Examine the claim that cabinet government is more effective than prime ministerial or presidential government.**

*[Specification: Module 2597: power; The Prime Minister and Cabinet (different styles; debate over prime ministerial power); Module 2694: The Presidency (powers of the President; Cabinet) Module 2698: Executives (functions of Chief Executives; cabinets).]*

AO1: Candidates will display knowledge and understanding of the three terms referred to in the question – 'cabinet government', 'prime ministerial government' and 'presidential government' – through definitions and elaborations of each. Candidates will explain terms such as: 'collective' (or 'plural') executives; 'singular' executives; the doctrine of collective responsibility. They will provide a range of well-worked examples. Reward candidates who display knowledge and understanding of such concepts as power and authority.

AO2: Expect candidates to examine the claim in a balanced manner reflecting both the merits and demerits of the three systems of government. Look for debate of such issues as: scrutiny and accountability; role of dissent and disagreement; likelihood of deadlock; advantages of compromise and co-operation; crisis leadership; the personal mandate.



## **6 Evaluate the claim that the representative nature of government is largely determined by the electoral system.**

*[Specification: Module 2595: representation; Electoral Systems; Module 2597: The UK Parliament (membership); Module 2694: Congress (membership); Module 2698: Elections (electoral systems); Legislatures (membership).]*

AO1: Candidates will display knowledge and understanding of concepts, theories and models concerning representation such as: trusteeship; delegates; mandates; resemblance. They will also display knowledge and understanding of a range of electoral systems such as: plural; preferential; proportional. Reward candidates who display knowledge and understanding of such concepts as representation, democracy and participation.

AO2: Expect candidates to evaluate a variety of electoral systems in terms of their likelihood to provide government that is “representative” both in terms of personnel as well as policy outcomes. Reward those candidates who focus on the word “largely” and who seek to analyse other possible factors that might influence the representative nature of government such as: parties’ recruitment and candidate selection; participation of minorities and other groups in the political process.

## **7 Assess the contribution of pressure groups to democratic government.**

*(Specification: Module 2596: Pressure Groups (roles and functions; implications for the democratic process); Module 2694: Pressure Groups (roles and functions; implications for the democratic process); Module 2698: Pressure Groups (roles and functions; implications for the democratic process).]*

AO1: Candidates will display knowledge and understanding of the classification of pressure groups – communal, institutional, associational, sectional and promotional, insider and outsider. They will provide a range of well-worked examples. Reward candidates who attempt to define or clarify the term “democratic government”.

AO2: Expect candidates to assess the contribution of pressure groups to democratic government in terms of such areas as: influencing policy-making (at the national, sub-national and supra-national levels); educating the citizenry; promoting reform; articulating and seeking to protect minority interests; providing avenues for democratic involvement between elections. Reward candidates who include different perspectives such as pluralism.

## **8 Discuss the claim that major political parties are becoming less ideological.**

*[Specification: Module 2596: conservatism, liberalism, socialism, nationalism; Political Parties (philosophy and ideology); Module 2694: Political Parties (philosophy and ideology); Module 2698: Political Parties (philosophy and ideology).]*

AO1: Candidates will display knowledge and understanding of a number of major political parties drawn from different countries. They will also display knowledge and understanding of a range of different ideologies which are likely to include: conservatism, liberalism, socialism and nationalism.

AO2: Expect candidates to discuss the reasons why major political parties have always tended to be “broad churches” and that it is what tends to distinguish them from minor parties. Look for discussion of the effects of electoral systems in this regard as well as recent historical trends in which major parties have become increasingly less ideological during the past decade. Reward candidates who discuss the ideological battles within parties.



**Advanced GCE**

**GOVERNMENT and POLITICS**  
GOVERNMENT AND POLITICS  
(POLITICAL IDEAS AND CONCEPTS OPTION)

**2699**

**Specimen Paper**

Additional materials:

Answer paper

**TIME** 1 hour 30 minutes

**INSTRUCTIONS TO CANDIDATES**

Write your name, Centre number and candidate number in the spaces provided on the answer paper/answer booklet.

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

Answers should be written in continuous prose.

Answer **two** questions.

**INFORMATION FOR CANDIDATES**

This is a synoptic unit. You will be awarded marks for your ability to draw together the knowledge, understanding and skills which you have acquired from your study of all the modules in this course.

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 mark for this paper is **120**. Each question is worth **60** marks.



Answer **all** questions

*This is a synoptic unit. You will be awarded marks for your ability to draw together the knowledge, understanding and skills which you have acquired from your study of all parts of this course.*

*In answering each question, candidates should draw upon the knowledge and understanding gained from their study of both the Government and Politics of the UK and Political Ideas and Concepts. Where appropriate, candidates should also make references to other political systems, as well as to the European Union.*

- 1 Examine the extent to which national sovereignty has become an outdated concept. [60]
- 2 Examine the role of governmental institutions in protecting the rights and liberties of citizens. [60]
- 3 Evaluate the view that politics is becoming less ideological. [60]
- 4 Analyse the view that proportional electoral systems enhance representation, but detract from efficient government. [60]
- 5 Analyse the contribution of pressure groups to democratic government. [60]
- 6 Evaluate the view that members of elected assemblies should regard themselves as delegates, not as representatives. [60]
- 7 Assess the relative importance of the characteristics of a liberal democracy. [60]
- 8 Examine the claim that direct democracy and representative democracy do not easily co-exist. [60]



**Oxford Cambridge and RSA Examinations**



**Advanced GCE**

**GOVERNMENT and POLITICS**

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**(POLITICAL IDEAS AND CONCEPTS OPTION)**

**2699**

**Mark Scheme**



**These marks apply to all questions in this unit.**

AO1 Level 1=0-6 marks; Level 2=7-12 marks; Level 3=13-18 marks; Level 4=19-24 marks.

AO2 Level 1=0-6 marks; Level 2=7-12 marks; Level 3=13-18 marks; Level 4=19-24 marks.

AO3 Level 1=0-3 marks; Level 2=4-6 marks; Level 3=7-9 marks; Level 4=10-12 marks.

**1 Examine the extent to which national sovereignty has become an outdated concept.**

*[Specification: Module 2597: Sovereignty; Module 2695: The State and sovereignty; Module 2699: Sovereignty.]*

AO1: Candidates will display knowledge and understanding of the concept of sovereignty. They will explore the differences between internal and external, legal and political sovereignty. There will be knowledge of other ways in which the term can be used, such as economic sovereignty, especially in a context of globalisation as well as challenges to the concept of national sovereignty presented by monetary union and devolution.

AO2: Candidates will examine some of the following: problems arising from defining sovereignty; the extent to which nations can still act independently of other nations either militarily, economically or diplomatically. Candidates will examine the extent to which national sovereignty is still meaningful or whether nations must accept that membership of international organisations requires them to concede their sovereignty.

**2 Examine the role of governmental institutions in protecting the rights and liberties of citizens.**

*[Specification: Module 2596: Civil Rights and Liberties; Module 2597: The UK Parliament; Module 2695: Rights and Liberty; Module 2699: Rights, Liberty and Democracy.]*

AO1: Candidates will display knowledge and understanding of the various institutions protecting the rights and liberties of citizens. These might include: the judiciary, the European Court of Human Rights, the legislature as a publicist of cases. There will be knowledge of rights and liberties, such as the freedom of expression and the freedoms of association and assembly. Expect well-worked examples of cases where rights and liberties have been upheld or denied.

AO2: Expect candidates to examine the role and effectiveness of a number of modern political institutions in protecting rights. This might include: an examination of the effectiveness of the judiciary in cases where miscarriages of justice have occurred; the increasing importance of the Strasbourg Court; the role of parliamentarians in publicising rights cases. Expect candidates to examine the role of parliament and government in this area. Candidates may make comparisons with other institutions, such as the media, which also have a role in protecting the rights and liberties of citizens.



### **3 Evaluate the view that politics is becoming less ideological.**

*[Specification: Module 2596: Political Parties: philosophy and ideology; conservatism, liberalism, socialism, nationalism; Module 2695: Political Ideology; Module 2699: Ideology and Democracy.]*

AO1: Candidates will display knowledge and understanding of ideology in modern politics. This will include the ideology of political parties, the ideological aspect of policies and governmental action. Expect references to: political parties; the politics of governing from the centre; the ideological nature of their policies.

AO2: Expect candidates to evaluate the claim that politics is becoming less ideological by examining a range of features. These might include analysis of the nature of: parties abandoning their traditional ideological roots; moving to the centre for electoral advantage; pursuing more centrist policies when in government; the decline of ideology and the reasons for it.

### **4 Analyse the view that proportional electoral systems enhance representation, but detract from efficient government.**

*[Specification: Module 2595: Electoral Systems; Module 2695: Representation, participation and consent; Module 2699: Representation and participation in a democracy; Responsible government and democracy.]*

AO1: Candidates will display knowledge and understanding of various electoral systems. Candidates will show an awareness of the representative character of the different systems and that in many countries it is necessary for coalition governments to form. There will be knowledge of the performance and stability of such governments.

AO2: Expect candidates to analyse the view that proportional electoral systems would enhance representation but make government inefficient. This would include analysis of how proportional electoral systems might be more democratic in how they represent the electorate, but tend to generate coalition or minority governments. Expect candidates to debate the efficiency of coalition and minority governments compared to the efficiency of majority party governments.

### **5 Analyse the contribution of pressure groups to democratic government.**

*[Specification: Module 2596: Pressure Groups: implications for the democratic process; Module 2695: Representation, participation and consent: group politics; Module 2699: Representation and participation in a democracy.]*

AO1: Candidates will display knowledge of the contribution of pressure groups to the theory and practice of democratic government. There will be knowledge of the various theoretical views of the roles of pressure groups, such as the role of groups as a complementary channel of expression, or the challenge pressure groups pose to parties as the main vehicle of politics. Expect a range of up-to-date examples.

AO2: Expect candidates to analyse the contribution of the roles of pressure groups in a democracy. There will be analysis of the power of pressure groups in: influencing legislation; fashioning public opinion; representing the views of minorities. Expect candidates to debate whether groups aim to complement or undermine democracy. Expect candidates to analyse the role of groups in specific relationships with government such as corporatism.



**6 Evaluate the view that members of elected assemblies should regard themselves as delegates, not as representatives.**

*[Specification: Module 2597: The UK Parliament; The European Parliament; Module 2695: Representation, participation and consent; Module 2699: Representation and participation in a democracy.]*

AO1: Candidates will display knowledge of the different expectations of members of elected assemblies. There will be knowledge of the distinction drawn by Burke and others between the notion of delegates and representatives. There will be well-worked studies of members of elected assemblies regarding themselves as having or seeking a specific mandate from their constituency. There will be studies of members of elected assemblies who, like Burke, have insisted on their freedom of action.

AO2: Expect candidates to evaluate the view that members of elected assemblies should act as delegates and not as representatives. This might include an evaluation of the role of the party in government and of the practical difficulty of elected assembly members in seeking a mandate on specific questions. Distinctions may be drawn between different assemblies. There may be references to the contract theory of government.

**7 Assess the relative importance of the characteristics of a liberal democracy.**

*[Specification: Modules 2595-2597: democracy; Module 2698: Democracy, representation and legitimacy; Module 9: Models of democracy.]*

AO1: Candidates will display knowledge and understanding of the concept of liberal democracy and the various features of political systems which might be described as liberal democracies. These might include: the rights and liberties associated with democracies; the nature of the electoral process; the various institutions of representation and government, and their character.

AO2: Expect candidates to assess the relative importance of the characteristics of a liberal democracy. This might include an assessment of those features and processes which are liberal democratic in nature. Candidates may assess the essentially political nature of equality in a liberal democracy. Expect candidates to debate the difference between a liberal democracy and a social democracy, the latter including such features such as a nationalised health service.

**8 Examine the claim that direct democracy and representative democracy do not easily co-exist.**

*[Specification: Module 2595: Democracy; Module 2596: Democracy, Representation; Module 2597: Representation; Module 2699: Defining democracy.]*

AO1: Candidates will display knowledge and understanding of the concepts of direct democracy and representative democracy and the various features of political systems which correspond to these concepts such as referendums and party based government. Expect references to the growing use of referendums. Expect well-worked, up-to-date examples.



AO2: Expect candidates to examine the ways in which direct democracy and representative democracy complement or undermine each other. This might include the extent to which referendums challenge traditional notions of representative democracy and sovereignty. There may be discussion of the view that, under representative democracy, a government is elected to make decisions, and that the general public is not qualified to take decisions of major importance which are highly technical in nature.







## Appendix A: General Marking Instructions

The assessment matrix must be applied to the marking of all units and all questions to establish the level of the answer. This matrix must be linked with the indicative content to decide on the final mark to be awarded. This process will be discussed at the standardisation meeting.

The maximum mark for each assessment objective in each question is shown in the detailed instructions.

The part of the specification from which the question is drawn is shown in italics.

The mark scheme for the individual units are indicative of the kinds of points likely to be raised by candidates in answering the questions. However, because of the nature of the subject of Government and Politics, they cannot be regarded as definitive and the professional judgement and training of individual examiners will inevitably apply. All substantive issues surrounding the paper will be settled at the standardisation meeting and through the arrangements made by OCR to ensure a consistent approach by all examiners. Examiners should contact the Principal/Team Leader if they have any concerns about the way an individual script should be marked.

Examiners must give credit to candidates who have submitted partially complete answers.



