



GCE MARKING SCHEME

GOVERNMENT & POLITICS AS/Advanced

SUMMER 2013

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2013 examination in GCE GOVERNMENT & POLITICS. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conferences was to ensure that the marking schemes were interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

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GP1

Q.1 (a) What is meant by the term ‘marginal seats’? [5]

Credit **could** be given for the following:

- Definition: seats where the winning candidate does not secure over 50% of the votes cast.
- Developed description may include:
 - increasing tendency for this as voting is more volatile
 - two-thirds of seats were marginal in 2010 general election
- Example: credit any valid example.
- Any other relevant material.

Marks	AO1
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

(b) Using your own knowledge as well as the extract, explain the influence of the media at elections. [10]

Credit **could** be given for the following:

- From the extract:
 - newspapers are unashamedly partisan
 - telling readers how to vote
 - influence in marginal seats
 - some newspapers more influential than others
- Beyond the extract:
 - set the political agenda at elections
 - less influence with growing importance of other forms of media
 - importance of press to parties (News Corp, etc)
 - creating image of leaders
 - duty of the BBC to be unpartisan
- Any other relevant material.

Marks	AO1	Marks	AO2
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(c) **‘Partisan identification amongst voters is still an important factor in election outcomes.’ Discuss.** [25]

Credit **could** be given for the following:

- The importance of partisan identification today – core voters, safe seats, geographical concentration of party support and amongst certain age groups, gender trends, sociological models of voting behaviour.
- Weakening of partisan identification – rational choice and valence models, importance of short-term factors such as issues, image, media and campaigns.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth or range of analysis is displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.2 (a) What is meant by ‘hung parliament’ [5]

Credit **could** be given for the following:

- Definition: no party has an overall majority after the election.
- Developed description may include:
 - necessity for half the seats plus one for an overall majority
 - 326 in 2010 general election
 - detail of how a government might then be formed
 - minority or coalition
 - difficulty of passing legislation
- Example: credit any valid example.
- Any other relevant material.

AO1	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

(b) Using your own knowledge as well as the extract, explain the weaknesses of coalition governments. [10]

Credit **could** be given for the following:

- From the extract:
 - they lack legitimacy as the electorate did not vote for them
 - parties sacrifice their principles for power
 - hands ‘king-making’ power to smaller parties
- Beyond the extract:
 - difficulty of maintaining government unity
 - possibility of constant compromise and no radical policies.
- Any other relevant material.

AO1		AO2	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(c) ‘Electoral systems in the UK are in urgent need of reform’. Discuss. [25]

Credit **could** be given for the following:

- The criticisms of the main electoral systems in use in the UK; for example:
 - FPTP and issues of representation and fairness
 - AMS and issues of different types of elected representatives and fairness
 - party lists and issues of party control of candidates
 - STV and complexity
- The main strengths of the systems; for example:
 - FPTP and clear results (usually)
 - AMS and link between voters and elected representatives
 - party lists and STV and proportionality
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth or range of analysis is displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.3 (a) What is meant by ‘the Green Party’?

[5]

Credit **could** be given for the following:

- Definition: a minor political party focused on environmental impacts of politics
- Developed description may include:
 - popular in Europe
 - examples of policies
- Example: first MP elected 2010 Caroline Lucas or any other valid facts
- Any other relevant material.

AO1	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

(b) Using your own knowledge as well as the extract, explain the main roles of minor parties. **[10]**

Credit **could** be given for the following:

- From the extract:
 - to offer policies rooted in an ideological perspective e.g. Environmentalism and the Green Party, or a channel for a single-issue
- Beyond the extract
 - to allow pluralism, to give political voice to ideas outside the mainstream or even individuals e.g. George Galloway, draw attention to specific issues
- Any other relevant material.

AO1		AO2	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(c) Assess whether the structures and internal workings of UK political parties are democratic. [25]

Credit **could** be given for the discussing and evaluating the following issues:

- Arguments that they are might include:
 - Labour party and OMOV
 - direct ballots of members
 - approval needed for policy changes
 - role of conference
 - Conservative reforms to leader selection and direct ballots of members
 - Liberal Democrat party and federation
 - election of leader
 - constraints on leader when making policy
 - role of conference
- Arguments that they are not might include:
 - differing roles for party members and conferences
 - accusation that party activists are more radical than voters
 - attempts by party leaderships to avoid accountability and constraint
 - candidate selection processes
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth or range of analysis is displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/ examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.4 (a) What is meant by ‘special interests’?

[5]

Credit **could** be given for the following:

- Definition: groups of people pursuing the interests of that group rather than a cause.
- Developed description may include:
 - often occupational or economic interests in common
 - members of the group are often similar to each other (cause group members often are not)
 - special interest affiliation and connection to specific parties
 - possibility of excessive influence
- Example: CBI, TUC, etc. Credit anything valid.
- Any other relevant material.

AO1	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

(b) Using your own knowledge as well as the extract, explain how pressure groups weaken democracy... [10]

Credit **could** be given for the following:

- From the extract:
 - represent minorities rather than majorities and can end up in the tyranny of the minority
 - direct action can result in pressure groups being outside the law to achieve aims
- Beyond the extract:
 - some groups in society are not represented by pressure groups at all well
 - insider/outsider status and differing levels of influence
- Any other relevant material.

AO1		AO2	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(c) **‘Use of the media is more significant than any other factor in enabling pressure groups to be successful’. Discuss. [25]**

Credit **could** be given for the discussing and evaluating the following issues:

- Analysis of the importance of media coverage (press and broadcast media) to success of groups:
 - whether high profile methods encourage or discourage public support
 - or are successful in getting government to change policy, e.g. Ghurkhas, Fathers4Justice, Plane Stupid, etc
 - protests
- Importance of new media:
 - Twitter
 - Facebook
 - the Internet generally in organising pressure group activity and spreading messages and information
- Relative importance of other factors in pressure group success, for instance:
 - leadership
 - money
 - celebrity endorsement
 - insider status
 - lobbying
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth or range of analysis is displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

GP2

Q.1 (a) What is meant by the term ‘statute law’? [5]

Credit **could** be given for the following:

- Definition, laws made by Parliament.
- Developed description may include; highest form of law in the UK, cannot be declared unconstitutional by the courts, most important source of the constitution.
- Example: credit any valid example.
- Any other relevant material.

AO1	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

(b) Using your own knowledge as well as the extract, explain how the British Constitution is flexible. [10]

Credit **could** be given for the following:

- From the extract: because it is vague, because it can be changed by a simple statute, no special procedure.
- Beyond the extract: not entrenched, no special status, conventions can be easily changed, judges can interpret it in their judgements.
- Any other relevant material.

AO1		AO2	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(c) Critically assess the view that decisions of the judiciary have become more important than any other source of the British Constitution. [25]

Credit **could** be given for the following:

- Arguments that they have might include: the greater separation and independence of the judiciary since 2005 – the Supreme Court and its role; the application of the Human Rights Act to government actions; judicial review and willingness of judges to challenge government action.
- Arguments that they have not might include: the supremacy of Parliament-made statute – court decisions can be overturned by statute; the importance of conventions including the Prerogative, especially where the distribution and exercise of power is concerned; the development of separation of powers in the UK; the evolutionary nature of the UK constitution.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.2 (a) What is meant by ‘the Presiding Officer’? [5]

Credit **could** be given for the following:

- Definition: the person in charge of keeping order in the National Assembly for Wales.
- Developed description may include: Llwydd, chairs plenary, decides who speaks in debates, ensures fairness for AMs, acts as the ambassador for the NAW.
- Example: Lord Elis-Thomas, Rosemary Butler.
- Any other relevant material.

AO1	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

(b) Using your own knowledge as well as the extract, explain how the National Assembly for Wales scrutinises the Welsh Government. [10]

Credit **could** be given for the following:

- From the extract through plenary, attended by all AMs; through debates in plenary, hearing statements from Ministers at plenary, through the fact that plenary is public.
- Beyond the extract: through asking questions to Ministers and the First Minister, through scrutiny of legislation as it passes, through committees.
- Any other relevant material.

AO1		AO2	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(c) Critically evaluate how effectively the UK Parliament carries out its functions.

[]

Credit **could** be given for the following:

- Arguments that Parliament is effective might include – its representation function, e.g. that it performs well when backbench MPs speak up for their constituents, that it is becoming more socially representative of the nation; its legislative function, e.g. that it performs well when legislation can be amended or proposed by backbench MPs and Lords, that laws can be passed quickly; its scrutiny function, e.g. that it performs well when Select Committees hold the government to account and when oral and written questions test ministers.
- Arguments that it does not perform effectively might include: the factors that weigh heavier with MPs than representing their constituents, e.g. pressure group interests, the strength of party discipline and desire to be a minister, the lack of opportunities for backbench MPs and Lords to successfully propose or influence legislation, the mechanisms the government can use to cut short discussion of laws; the ineffectiveness of Select Committees and other forms of scrutiny.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.3 (a) What is meant by the term ‘cabinet system’?

[5]

Credit **could** be given for the following:

- Definition: having a Cabinet that makes the decisions.
- Developed description may include: the system is more than just the Cabinet, the PM is part of it as are Cabinet Committees, it operates through collective responsibility.
- Example: credit any valid example or fact.
- Any other relevant material.

A01	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

(b) Using your own knowledge as well as the extract, explain the main powers of the UK Prime Minister.

[10]

Credit **could** be given for the following:

- From the extract: by being practically presidential, by being able to take some very important decisions, e.g. going to war, personally and ignore opposition.
- Beyond the extract: S(he) leads the majority party (usually) and will get laws passed through House of Commons discipline, power base at No. 10, powers of appointment and patronage, media profile can lead the government in a certain ideological direction.
- Any other relevant material.

A01		A02	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(c) **‘The Cabinet is the most powerful player in the modern core executive.’**
Discuss. **[25]**

Credit **could** be given for the following:

- Ways in which the Cabinet can be powerful, such as a forum for settling inter-departmental disputes or informing all senior ministers of fast-moving events, essential role in a coalition government; discussion of the evolving role of Cabinet unity and support to any PM.
- Ways in which the Cabinet lacks power compared to the Prime Minister, other leading individuals in the Core Executive such as the Chancellor and compared to unaccountable SPADs; the decline of the traditional role of the Cabinet as the central decision-maker of British Politics, tendency to sideline it.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.4 (a) What is meant by ‘the European Commission’?

[5]

Credit **could** be given for the following:

- Definition: one of the main institutions of the EU.
- Developed description may include: executive body and civil service of the EU, headed by a president of the commission, commissioners serve for five years and are nominated by national governments, the Commission proposes EU policy.
- Example: credit any valid example of a commissioner, etc.
- Any other relevant material.

AO1	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

(b) Using your own knowledge as well as the extract, explain how member states have influence in the European Union. **[10]**

Credit **could** be given for the following:

- From the extract: authority in the major policy areas and are the key players in big decisions in the EU (e.g. treaty changes and common foreign and security policy) the extract hints at member state influence in the voting system in the Council of Ministers.
- Beyond the extract; negotiating opt-outs, voting against EU proposals in a national referendum, appointing the members of the European Commission, in the heads of government meetings (European Council).
- Any other relevant material.

AO1		AO2	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(c) Critically evaluate whether membership of the European Union presents a major threat to UK sovereignty. []

Credit **could** be given for the following:

- Arguments that it does might include – areas of UK national law that have to comply with EU law and can be overturned if they do not, difficulty of constructing the coalitions required to secure ‘yes’ or ‘no’ votes under QMV and reduced use of unanimous voting, lack of accountability of many EU institutions, lack of engagement felt by British electorate with EU elections, future direction of the EU – extending competency into areas such as defence and immigration, possibility of a federal states of Europe.
- Arguments that it does not might include: the concepts of pooling of sovereignty and subsidiary, the influence the UK national government is still able to have in the Council of Ministers and the European Council, the relevance of national sovereignty for small nations in a globalised political world, the UK parliament can repeal the legislation joining us to the EU, the Lisbon Treaty sets out how a state could leave the EU if it chooses.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/ examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

GP3a

Q.1 (a) Explain why the Electoral College can be defended. [10]

Credit **could** be given for explaining the following:

- It has rarely failed to deliver a clear result.
- It protects the interests of the states in presidential elections, and so supports the principle of federalism.
- It ensures a presidential candidate needs support that is spread to win.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(b) 'Candidates are more significant to the outcome of elections in the USA than other factors'. Discuss. [30]

Credit **could** be given for analysing/evaluating the following:

- Arguments that they are might include:
- The character and experience of candidates in elections at various levels Congressional, primaries, presidential; incumbency, coat-tailing, Washington experience, war record; the importance of televised TV debates between candidates with examples; the image focus of the modern media; the impact of 50 presidential elections at once, Tea Party candidates.
- Arguments that they are not might not include:
The role of money, its uses and abuses, Citizens United vs FEC, TV ads and agenda-setting; the impact issues can have in specific elections with examples; the role of modern communications technology, the role of the press; Tea Party.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.2 (a) Explain the reasons why factions exist within each of the two main parties in the USA. [10]

Credit **could** be given for explaining the following:

- 2-party system, 2-party dominance and the need for the parties to be 'Big Tent' parties.
- Regional differences in Republican and Democratic politics, impact of federalism.
- Lack of central control over policy.
- Extent of disagreement on specific issues within each party despite agreement on general principles.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(b) Evaluate the claim that political parties are in serious decline in the USA. [30]

Credit **could** be given for analysing/evaluating the following:

- Arguments that they are in decline might include:
Theories of party decline; evidence of party decline in main spheres of elections and government, bipartisanship in Congress, the disappointment of Democrats with Obama; split-ticket voting; debates about party identification and declining partisanship amongst electors, candidate centred campaigns; growing importance of cross party issues, political action not ordained by parties such as direct action, use of internet to organise.
- Arguments that they are not in decline might include:
Theories of party renewal; polarisation of parties e.g. Republicans and the New Right have made party identification more of an issue, the 2 parties are now more different than before, the successes of the Tea Party and their desire to change politics through the Republican party; partisanship in Congress; the dominance of the 2-party system in elections; instances of the importance of party in the election process when no candidate is the clear front runner (e.g. 2008 Democratic party); use by parties of new media to fight national rather than regional or parochial campaigns.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.3 (a) Explain why levels of turnout in the US elections tend to be relatively low. [10]

Credit **could** be given for explaining the following:

- Control of election processes by states, unwillingness to register or re-register if voters move around; 'Motor Voter' Law 1993, problems of registration.
- Lack of engagement with personalities, processes and issues.
- Different turnout levels in different types of elections.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(b) **Assess the extent to which religion and region play a more important role than other factors in determining voting behaviour in the USA. [30]**

Credit **could** be given for analysing/ evaluating the following:

- Debates about the importance of religion and region: the importance of religion, whether religious groupings vote homogeneously, the significance of church attendance as a factor, the Religious Right, the religiosity of the electorate as a whole; urban and rural areas and their voting patterns; Democrat stronghold in the North-East, the support of the South for Republican candidates, the importance of swing states in these areas.
- Debates about the importance of other factors : gender affiliation and voting patterns, the significance of race and ethnicity for both parties and for black and non-black candidates, the significance of age and wealth, levels of partisanship, the myth of the 'independent voter.'
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.4 (a) Explain the importance of lobbying to pressure groups in the USA. [10]

Credit **could** be given for explaining the following:

- Access to policy-makers and the policy-influencers in Congress and the executive branch, and in the states.
- Gives them the ability to promote the interests of their clients or members directly to government, behind the scenes.
- Enables them to influence the outcome of votes, by persuading legislators, providing information, voting cues etc.
- An effective way of engaging in the processes of compromise and logrolling that characterise US legislation.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(b) Analyse whether pressure group politics in the USA is based more on pluralism than elitism. [30]

Credit **could** be given for analysing/evaluating the following:

- Arguments that pressure group politics is pluralistic might include: Multiple access points at federal and state level, federalism; First Amendment rights of freedom of expression - all opinions have a right to be heard; the existence of so many pressure groups means that it is impossible for any one group to dominate a policy area; groups are essential to protect and promote the interests of minority groups against elites; the success of direct action as a means of achieving political change, outside the elitist constraints of more conventional politics.
- Arguments that pressure group politics is elitist might include:
- Iron triangles, the influence of corporations; the influence of lobbying companies, especially on Capitol Hill, the 'revolving door' syndrome; the weakness of parties and frequency of elections makes Congressmen particularly susceptible to powerful interest groups; the influence that money can buy in American politics for some pressure groups, at all levels, arguments that direct action can be elitist politics with violence.
- Any other material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
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0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

GP3b

Q.1 (a) Explain the importance of individualism within liberalism. [10]

Credit **could** be given for explaining the following:

- Traditional liberal ideas of individual liberty and citizenship.
- Negative and positive liberty.
- Differing liberal views of the role of the state.
- Equality and tolerance.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(b) ‘Modern liberalism is a betrayal of the ideology, because freedom must be denied to achieve its aims.’ Discuss. [30]

Credit **could** be given for analysing/evaluating the following:

- Arguments in favour might include: the development of the idea of the ‘enabling state’ and ideas of social justice and welfare; equality of opportunity; proposals for income redistribution to support the less wealthy and notions of social obligation; positive liberty.
- Arguments against might include: modern liberalism’s emphasis on individual rights, Bill of Rights, etc.; the free market economics of neo-liberalism; support for decentralisation of decision-making, and devolution; tolerance and multiculturalism.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.2 (a) Explain why communist revolution has not occurred in the way Karl Marx predicted. [10]

Credit **could** be given for explaining the following:

- Marx underestimated the strength of capitalism.
- History outgrew Marx’s analysis of an exploited class of workers - they became a class of consumers, committed to the capitalist system.
- Capitalism was able to make itself attractive (by political, social and economic reforms) to groups that Marx thought would want to overthrow it.
- Marx ignored the potential of an oppressed peasantry as a revolutionary group and over-emphasised the revolutionary potential of the workers.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(b) Analyse whether socialism today has abandoned its core values and goals.
[30]

Credit **could** be given for analysing/evaluating the following:

- Arguments that it has might include: the development of modern socialist political parties to working within the existing system rather than aiming to overthrow it; the development of modern social democracy and democratic socialism - socialism at an accommodation with capitalism; the abandonment of Marxist philosophy and traditions by many socialist political parties and activists, e.g. the irrelevance of class struggle; the promotion by modern socialists of a pluralist (as opposed to a workers') state; the acceptance of some inequality in society.
- Arguments that it has not might include: the continuing relevance of many socialist core principles to parties and activists on the left - equality, state intervention, the survival of true socialist regimes in parts of the world; arguments that the development of socialism to a modern world does not mean complete abandonment of ideals and principles; the adoption of radical methods by the anti-capitalism protest movement; modern interpretations of the socialist core ideas of class struggle and exploitation.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
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1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.3 (a) Explain why conservatives emphasise a belief in natural inequality. [10]

Credit **could** be given for explaining the following:

- Belief in the 'natural order of things.'
- Strong support for tradition and hierarchy.
- Individualism - the conservative view that individuals differ in their talents and potential and the state should not interfere in this.
- The positive effects of inequality - the creation of competition and dynamism.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding are accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding are basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(b) Critically assess the extent to which conservatism is a radical ideology.
[30]

Credit **could** be given for analysing/evaluating the following:

- Arguments that it is might include: the radical policies of the New Right in seeking to change society; the lack of importance of society as a whole to New Right conservatives; the importance of individualism to conservatives, and the potential for change inherent in this, free of state regulation and interference; the pragmatic nature of conservatism, lack of ideological ‘baggage’ to constrain it; the radical nature of far-right nationalist-authoritarian regimes.
- Arguments that it is not might include: traditional, paternalistic conservatism and its commitment to the ‘natural order’ of things and hierarchy; paternalistic conservatism’s view of organic society; lack of a conservative ideology of change - the greater importance of tradition and pragmatism, looking to the past and present rather than the future; the belief of all conservatives in order and structure to society; arguments that the economic policies of the New Right represent a shift back to classical liberalism rather than a new ideology.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.4 (a) Explain how nationalism and racism can be distinguished from each other. [10]

Credit **could** be given for explaining the following:

- There may be several racial groupings belonging to the same nation.
- Some nations may be founded along primarily cultural, linguistic or historical lines, rather than racial ones.
- Racism can be anti-nationalistic in nations where racial discrimination is practiced, or even civil war or ethnic cleansing.
- The confusion of the two concepts can lead to ideas of nationalism based on racial superiority and therefore exclusion.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(b) Critically assess whether nationalism is more a force for order or for disorder. [30]

Credit **could** be given for analysing/evaluating the following:

- Arguments that it is a force for order might include: the unifying effects of nation-building and national self-determination in nation states; collective identity and national consciousness; organic communities; common experiences and inheritance that tie a nation together such as culture, history, etc.
- Arguments that it is a force for disorder might include: peoples with ties of culture, geography, language, etc. that feel no nationhood and where nationalism degenerates into violence and civil war; the struggle for peoples who feel nationhood but are denied a homeland; expansionist nationalism, racialism; anti- and post-colonial nationalism.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
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0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

GP4a

Q.1 (a) Explain how the US Constitution is flexible.

[10]

Credit **could** be given for explaining the following:

- The vagueness of the enumerated powers of Congress and the presidency.
- The ability of the Supreme Court to make informal, de facto amendments through judicial review.
- The location of sovereignty at different levels through federalism.
- The preservation of unenumerated rights and powers to the states and the people (Amendments 9 and 10).
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(b) Assess the extent to which federalism is the most important principle underpinning the US Constitution. [30]

Credit **could** be given for analysing/evaluating the following:

- The importance of federalism: the preservation of rights to the states and how the Constitution achieves this, location of sovereignty in the states as well as the federal government; the ability of federalism itself to adapt to modern contexts; the historical context of suspicion of centralised government and possible tyranny.
- The importance of other principles: limited government; separation of powers and checks and balances; rights of citizens, the Bill of Rights; the extent to which federalism is a means of achieving limitation of the power of the federal government; debates about whether federalism is an outdated principle that hinders effective government in the USA.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
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1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.2 (a) Explain the impact of gridlock on the work of Congress.

[10]

Credit **could** be given for explaining the following:

- The ways in which gridlock can frustrate the legislative process.
- The impact of gridlock on decisions involving money for government programmes.
- The period of gridlock under Clinton.
- The possibility that gridlock can result in greater co-operation.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(b) Evaluate whether Congress is more effective at law-making than any of its other functions. [30]

Credit **could** be given for analysing/evaluating the following:

Debates about the effectiveness of Congressional law-making could include:

- The slow processes.
- The need to logroll and compromise.
- Whether legislation is then worse.
- The frustration of presidential plans (on which they were elected) by Congress.
- The lack of radical solutions to problems.
- The disproportionate power of party leaders.

The counter-view:

- That compromise and negotiation makes laws better.
- The significance of Congressional committees and caucuses in legislating on the interests of minority groups.
- The importance of constitutionally entrenched tensions in the lawmaking process, to prevent tyranny.

Debates about the effectiveness of Congress in its other functions could include:

- Whether Senators and Congressman adequately represent electors' and the states' interests.
- Whether Congress performs its function of oversight effectively or not.
- Whether or not Congressional checks on the other branches are effective.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
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0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.3 (a) Explain the significance of the presidential veto.

[10]

Credit **could** be given for explaining the following:

- President's main check on the legislature, impact of threat of veto.
- Important in a period of divided government between Congress and the White House.
- Can be overturned by Congress – limited veto only.
- Importance of the pocket veto, line item veto.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(b) 'The federal bureaucracy is too powerful.' Discuss.

[30]

Credit **could** be given for analysing/evaluating the following:

Arguments that it is might include:

- Managerial problems of size and geographic spread.
- Problems of iron triangles and clientilism, especially amongst regulatory agencies and in some departments e.g. Defence;
- Sense of the bureaucracy following its own agenda rather than that of elected politicians.
- Size of budgets, waste and inefficiencies.
- Record of recent presidents in trying to control the bureaucracy.
- iron triangles.

Arguments that it is not might include:

- The necessity of federal agencies and organisations to implement and enforce legislation.
- The function of the bureaucracy as a 'rowing' organisation, decisions about policy are made by elected politicians, not bureaucrats.
- Congressional oversight of the federal bureaucracy.
- The value of the federal bureaucracy to pluralism in the USA through issue groups and iron triangles and as another access point.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
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0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.4 (a) Explain the Supreme Court’s role as guardian of the Constitution. [10]

Credit **could** be given for explaining the following:

- The status of Supreme Court decisions and the Constitution as superior law.
- The origins of the power of the Supreme Court and its job of interpretation.
- The power of judicial review of the executive branch.
- The power of judicial review of the legislative branch.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(b) 'The Supreme Court's most effective role is as the champion of the rights of citizens.' Discuss. [30]

Credit **could** be given for analysing/evaluating the following:

- The importance of rights as the main function of the Supreme Court: examples of the Supreme Court as the champion of the rights of citizens through its landmark cases; the greater activism of the Supreme Court since 1954 and through some notable Chief Justices; individual justices' loose constructionism.
- A counter-argument might include: instances where the Supreme Court has refused to uphold the rights of citizens in its decisions; instances where the Supreme Court has championed the rights and powers of the federal government over citizens; the importance of judicial restraint and strict constructionism; the importance of other functions of the Supreme Court, e.g. to interpret the enumerated powers of Congress and the president, to interpret the meaning of the Constitution regarding election processes; debates about whether the Supreme Court of only nine unelected justices champions citizens' rights well or not.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
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0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

GP4b

Q.1 (a) Explain how the political influence of multinational and transnational corporations can be defended. [10]

Credit **could** be given for explaining the following:

- The ‘spillover’ effect of multinational bringing higher standards than those that exist in the host country, e.g. wage rates and better health and safety.
- They tend to locate in countries that are politically stable - an encouragement to regimes to provide safety and stability.
- Corporate social responsibility - multinationals invest in the communities that work for them.
- The influence of western political ideas of freedom on host countries through multinationals.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(b) 'Small states have no role in a globalised world.' Discuss. [30]

Credit **could** be given for analysing / evaluating the following:

- Arguments that they do not might include:
The growing power of corporations rather than countries; increasing supranationalism and interdependence between states, including the roles of international organisations, the cross-state nature of global issues such as finance, trade, human rights and the environment: multinational agencies; regional government.
- Arguments that they do might include:
Anti-global arguments; the importance of small states in preserving national identities and cultures; the nature of supranationalism (to include subsidiarity) and resistance to global governance; the nature of international relations and the difficulty of maintaining cohesion of large international organisations.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge are displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis are displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.2 (a) Explain how environmentalism opposes anthropocentrism.

[10]

Credit **could** be given for explaining the following:

- It offers an alternative way to see the world - not the human-centred anthropocentric model that sees resources as there to satisfy human need - this is what gives environmentalism its radical edge.
- Ecologists see humans as just part of nature; ecocentrism.
- Gaia hypothesis.
- Shallow/deep or light/dark Green thinking.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (b) **Critically assess the argument that environmentalism is more successful when operating outside conventional party politics.** [30]

Credit **could** be given for analysing / evaluating the following:

- **Arguments that it is might include:**
The radical nature of ecocentric ideas, outside the political mainstream, environmentalism as an anarchic ideology; the incompatibility of ecology with western capitalism; the global nature of the environmental challenge; the appeal and success of environmental pressure groups, reasons why they prefer to operate as outsider groups, the power of pressure; 'dark' Green thinking/deep ecologism.
- **Arguments that it is not might include:**
The 'greening' of political parties and other pressure groups, the spread of green thinking into the mainstream, e.g. green consumerism, 'light' Green thinking/shallow ecologism, sustainability and regulation; the achievability of international targets and standards through conventional party politics and summits; the successes of 'Green' political parties in the UK and elsewhere.
- Any other relevant material.

A01		A02		A03	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.3 (a) Explain why the concept of patriarchy is important in feminism. [10]

Credit **could** be given for explaining the following:

- Different feminist interpretations of its scope.
- The patriarchal family and systematic male domination elsewhere in life.
- The hierarchical nature of patriarchy as well as the gender implications.
- The inequality of rights and entitlements in a patriarchal society.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (b) **'It is now impossible to distinguish any common ideas and thinking between the different types of feminism.'** Discuss. [30]

Credit **could** be given for explaining the following:

- Different feminist interpretations of its scope.
- The patriarchal family and systematic male domination elsewhere in life.
- The hierarchal nature of patriarchy as well as the gender implications.
- The inequality of rights and entitlements in a patriarchal society.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.4 (a) Explain why positive discrimination is important within multiculturalism. [10]

Credit **could** be given for explaining the following:

- To compensate for past disadvantage to a cultural or ethnic grouping.
- To redress social injustice and structural inequality.
- To ensure full and equal participation for minorities in society.
- To ensure the views of minorities are reflected in public policy, and not just those of traditionally politically dominant groups (pluralism).

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (b) **'The promotion of language and culture has been more successful than other methods of promoting multiculturalism.'** Discuss. [30]

Credit **could** be given for analysing / evaluating the following:

- **Arguments that it has been might include:**
Growth of ethnocultural, examples (Wales, Scotland, Quebec) - importance of language recognition; protection of minority rights, pluralism and assimilation, celebrating difference, social cohesion and cosmopolitan multiculturalism; the politics of identity; particular emphasis that multiculturalism gives to culture as the core feature of social and personal identity.
- **Arguments that his has not might include:**
The necessity for legal safeguards to ensure social justice and multiculturalism - legislation to protect rights, positive discrimination; the possibility that a cultural emphasis to multiculturalism might actually prevent wider social justice by diverting attention; the central importance to equality of issues such as race and ethnicity, institutional racism; pluralist multiculturalism - the idea that culture is only part of the human state.
- The debate within multiculturalism and diversity and unity.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.



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