



GCE MARKING SCHEME

**GOVERNMENT AND POLITICS
AS/Advanced**

SUMMER 2015

INTRODUCTION

The marking schemes which follow were those used by WJEC for the Summer 2015 examination in GCE GOVERNMENT AND 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.

	Page
GP1	1
GP2	9
GP3a	17
GP3b	25
GP4a	33
GP4b	41

GP1 Mark Scheme

Summer 2015

Q.1 (a) What is meant by the term ‘core vote’? **[5]**

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

- Definition: reliable voters for a party.
- Developed description may include: tends to be class and / or age based for the main parties.
- Example: young voters and Labour, rural England and the Conservatives.
- 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 evidence that suggests a decline in partisan identification. **[10]**

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

- From the extract: strong identification with the two main parties has dropped, there has been a decline in party membership.
- Beyond the extract: increasing pressure group membership, greater voting for third and minority parties, hung Parliament in 2010, reasons *why* voters do not identify.
- 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) 'Issues influence voting behaviour more than other factors.' Discuss. [25]

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

- Arguments that they do might include: rational choice theory, 'voters as consumers', partisan de-alignment, examples of issues that have affected election outcomes e.g. Iraq and 2005.
- Arguments that other factors are more important might include: the importance of the sociological model, the extent of partisan alignment and the survival of the two-party system, the valence model and the importance of party leaders' image, the media during the campaign etc.
- Any other relevant material.

Marks	AO1	Marks	AO2	Marks	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 term '*indirect democracy*'? **[5]**

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

- Definition: when voters elect someone to make decisions for them rather than make them themselves.
- Developed description may include: modern democracies are usually indirect, delegates and representatives.
- Example or fact: credit anything relevant, such as an example of an indirect democracy e.g. the UK.
- 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 roles of elections in a democracy. **[10]**

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

- From the extract: to give voters a meaningful choice, to ensure the government has legitimacy, to enable the will of the majority to be expressed.
- Beyond the extract: to allow mass participation in an indirect democracy, to hold governments to account, to ensure sovereignty of the people.
- 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) Assess whether electoral systems that produce a strong, majoritarian government are the best systems for the UK. [25]

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

- Arguments that it might include: strengths of first-past-the-post, the weaknesses of coalition governments, the extent to which other systems (such as AMS) produce strong governments even though they are often minorities or coalitions.
- Counter-arguments might include: the importance of proportionality in systems such as STV and the extent of this in AMS and party list systems, the importance of representation for regions as well as constituencies e.g. AMS, the strengths of coalitions, weakness of first-past-the-post.
- Any other relevant material.

Marks	AO1	Marks	AO2	Marks	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 'UKIP'? **[5]**

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

- Definition: the UK Independence Party.
- Developed description may include: its status as a minor party, its main platform of UK withdrawal from the EU, electoral successes.
- Example or fact: the name of the leader (Nigel Farage) or any UKIP representative.
- 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 functions of party conferences. **[10]**

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

- From the extract: to provide an opportunity for lobbyists to get ministerial attention, to enable the leadership to get policy ratified that has been made elsewhere.
- Beyond the extract: to allow the members and affiliated organisations to have a say on policies and issues, leadership, gain media attention.
- 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) Evaluate the importance of campaigning compared with the other roles and functions of political parties in the UK. [5]

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

- The importance of campaigning might include: the roles of party members, the importance of campaigning to policies, programmes and manifestos, the importance of campaigning to minor parties.
- The importance of other roles and functions might include: political recruitment, providing the electorate with choice, setting the political agenda / issues, enabling government to be held to account.
- Any other relevant material.

Marks	AO1	Marks	AO2	Marks	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 term 'lobby'? **[5]**

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

- Definition: pressure groups apply pressure to the government, this is known as lobbying.
- Developed description may include: professional lobbying companies, 'corridors of power', insider groups.
- Any relevant 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 why pressure groups try to influence public opinion. **[10]**

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

- From the extract: to mobilise public opinion to embarrass or force the state into action, to capture the attention of the public.
- Beyond the extract: so that the public will join the group or support it through donations – mass support.
- 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) 'Pressure groups are fundamentally undemocratic.' Discuss. [25]

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

- Arguments that they are might include: elite theory and the exclusion of some social groupings from the pressure group world, insider groups, policy networks, the internal democracy of groups, the varying influence of different types of groups.
- Arguments that they are not might include: the wide variety of groups representing all sides of an argument, pluralism, the need for participation, greater accessibility of groups and policy networks due to new media, the fundamental right to freedom of expression and assembly.
- 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 and 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 Mark Scheme

Summer 2015

Q.1 (a) What is meant by the term ‘*devolved administrations*’? **[5]**

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

- Definition: tiers of government below the Westminster parliament.
- Developed description may include: set up in 1999 as a result of referendums in 1997, differing powers, still subject to Parliamentary Sovereignty.
- Example; the National Assembly for Wales (or other accurate fact).
- 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 why entrenchment of a constitution provides protection. **[10]**

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

- From the extract: an entrenched constitution would safeguard the existence of the National Assembly from being abolished by Westminster and would define its roles and would be secure.
- Beyond the extract: entrenched constitutions are deliberately difficult to change (special processes) and less open to abuse of power than an un-entrenched constitution, protects citizens’ rights.
- 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) Analyse the extent to which the current British Constitution needs to be changed. [25]

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

- Arguments that it does might include: executive dominance and failure to limit government, weakness of Parliamentary Sovereignty, too much flexibility, the Royal Prerogative, role of unelected judges, weak protection of rights and lack of entrenchment.
- Arguments that it does not might include: adaptability and flexibility, lack of demand for change, concentration of power allows effective government, enough checks and balances and protection for rights e.g. judges, HRA, watchdogs such as the media, recent changes such as the Supreme Court.
- Any other relevant material.

Marks	AO1	Marks	AO2	Marks	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 term ‘backbench MPs’? **[5]**

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

- Definition: MPs who are not in the government.
- Developed description may include: they physically sit on the back benches.
- They may be the governing party, just not in government jobs, they are expected to follow the party line but do not always do this.
- 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 why Select Committees are important in Parliament. **[10]**

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

- From the extract: Select Committees scrutinise government policy, expenditure and administration, hold inquiries and take evidence and publish reports that often provide detailed criticism of government. They ensure accountability of the executive to Parliament.
- Beyond the extract: they are becoming a career path outside the ministerial ladder, they are a crucial mechanism for holding the government to account, with new media their activities are more widely publicised, importance of the Public Accounts Committee.
- 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) Critically assess how effectively the UK Parliament and the National Assembly for Wales perform the function of representation. [25]

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

- Arguments that they perform the function well might include: opportunities to raise constituents' interests in debates and plenary. Opportunities to ask questions. The role of backbench MPs and AMs – lobbying the executive on behalf of their constituents, examples of where constituency interests override party loyalty. Chances to legislate on behalf of constituents. Petitions at Cardiff Bay and Westminster, use of technology at Cardiff Bay, ease of access to AMs for constituents, surgeries. Social representation – the backgrounds and profiles of AMs and MPs, range of representatives under AMs (not just one).
- Arguments that they do not perform the function well might include: scandals such as 'cash for questions', 2010 Expenses Scandal, the priority given by MPs and AMs to constituents concerns compared to those of the party or pressure groups, career MPs, executive dominance of the business of the legislatures, two different types of AM with potentially different roles, lack of social representation especially at Westminster.
- 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 ‘inner cabinet’? **[5]**

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

- Definition: a small number of Cabinet members who are particularly close to the Prime Minister.
- Developed description may include: numbers, circumstances in which this might happen, possible differences with a ‘kitchen cabinet’.
- Any relevant examples.
- 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 why the Treasury is important in the Core Executive. **[10]**

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

- From the extract: it has 2 positions in the cabinet compared to every other department’s 1, two of the four members of the ‘Quad’ under David Cameron are from the Treasury.
- Beyond the extract: it controls the spending power and plans of every-other government department, the Chancellor is often a political heavyweight, a key ally of the Prime Minister and a possible opponent, e.g. Gordon Brown.
- 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) 'The Prime Minister is still the most important player in the UK core executive.' Discuss.

[5]

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

- Arguments that s/he might include: centralisation of power in the core executive around the PM e.g. through special advisers at No 10, the role of the Cabinet Office especially since Blair, PM dominance over Cabinet and Cabinet committees, patronage of the PM, high media profile of the PM.
- Counter arguments might include: concepts of spatial leadership, elastic premiership, etc. the impossibility of one person exercising such a degree of control, powers of the Cabinet, the modern idea of the role of the Cabinet within a mutually dependent core executive, vulnerability of the PM to media attack and attempted coups, the position of the PM within a coalition government.
- 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 'Council of Ministers'?

[5]

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

- Definition: committee of the elected governments of the states within the EU.
- Developed description may include: more properly called the Council of the European Union now, various configurations depending on issue discussed.
- Example: all the finance ministers, example of a recent meeting.
- 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 EU is democratic.

[10]

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

- From the extract: the European Parliament is directly elected, the Council is made up of elected politicians.
- Beyond the extract: frequency of elections, system(s) used, voting mechanisms for decision-making.
- 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) 'The principle of subsidiarity is no longer important or relevant in the EU.'
Discuss. [25]

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

- Arguments that it is not might include: increasing centralisation of the EU in both institutions and policy-making, marginalisation of member states' individual concerns, increasing role of the EU including armed forces, the EU president, possible foreign affairs responsibilities, enlargement and the challenges for subsidiarity that it brings.
- Arguments that it is still important might include: Treaties of Maastricht, Amsterdam and Lisbon, opt-outs and individual states' interpretations of EU policy, strengthening of the right of member states to object if they think EU policy infringes subsidiarity, the Committee of the Regions' role in monitoring subsidiarity.
- 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 Mark Scheme

Summer 2015

Q.1 (a) Explain the advantages of being an incumbent.

[10]

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

- Incumbents have an excellent track record of re-election, at all levels, especially the House of Representatives.
- Incumbents attract far more money than challengers.
- Incumbents already have name and brand recognition.
- 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 and issues have more significance for the outcome of elections than other factors.' Discuss. [30]

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

- Arguments that they are might include: the experience and features of candidates that count in elections such as incumbency, war record, coat-tailing, previous political experience, ability to use the media well etc. the significance of candidates in the invisible primary and primaries/caucuses; the significance of issues in elections such as national security in 2004.
- Counter-arguments might include: the money needed to fund a long campaign; the influence of the system itself – all 50 states take part and the outcome is eventually decided by the Electoral College; the negative influence of the media.
- 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 why parties in the USA are 'big tent' parties.

[10]

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

- Lack of centralisation, lack of manifestos, programmes and leaders.
- The nature of a federal state with regional differences and state sovereignty.
- The lack of extremist or even third party alternatives, the two-party system in the USA.
- 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) Discuss whether parties in the USA are too weak.

[30]

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

- Arguments that they are might include: lack of involvement in choosing candidates; the weakness of party discipline in Congress; the extent of overlap between the two main parties in terms of ideology and values; lack of strong leadership, programmes and manifestos; factions' changing role of parties in campaign financing.
- Arguments that they are not might include: the extent of partisan identification amongst voters; provision of campaign services to candidates; changing role of parties in campaign financing; two-party dominance in elections; the role of parties in Congress, leadership of parties in Congress.
- 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 split-ticket voting occurs in elections in the USA.

[10]

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

- Some voters are attracted by local policies of one party but national policies of another.
- Some vote for candidates whose ideological positions are similar to their own – and this can be candidates from different parties as party homogeneity is weak.
- Can be a reflection of the importance of issues, personalities, image and media as opposed to party which has a weak importance in US elections.
- Can be deliberate strategy by some voters – to uphold divided government and prevent concentration of power.
- 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) 'Race and ethnicity are the main determinants of voting behaviour in the USA.' Discuss. [30]

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

- Arguments that they are might include: the significance of the black vote for the Democrats, the significance of other ethnic minorities in both local and national elections and the changing nature of race and ethnicity in the USA.
- Arguments that they do not might include: the significance of other factors affecting voting behaviour, e.g. partisanship, gender, age, region, issues and candidates; candidates may argue the insignificance of race/ethnicity as a counter-argument.
- 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 multiple access points for pressure groups in the USA. **[10]**

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

- Significance at federal level – access to policy-makers in Congress, allegations of buying influence.
- Significance at state level.
- Importance of iron triangles.
- Clientelism.
- 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 role of pressure groups in the USA in upholding democracy. **[30]**

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

- Arguments that they uphold democracy might include: first amendment rights to freedom of expression; range and types of US pressure groups, multiple access points; examples of groups in society who do not benefit from interest in group activity.
- 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.

GP3b Mark Scheme

Summer 2015

Q.1 (a) Explain why state intervention to provide welfare causes dispute amongst liberals. **[10]**

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

- Liberal ideas of individualism and laissez-faire.
- Modern liberal ideas of the interventionist or enabling state.
- Negative and positive freedom.
- 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) 'Freedom of the individual is the most important concept within liberalism.'
Discuss. [30]

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

- Arguments that agree might include: economic freedom and laissez-faire; traditional liberal ideas about freedom, the individual and control; traditional liberal views on the role of the state.
- Counter arguments might include: the importance of other principles such as tolerance and diversity, pluralism, justice and equality; modern liberal views on the relationship between individuals and the state, the enabling state.
- 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 the debate within socialism about wealth redistribution. **[10]**

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

- The different positions of traditional socialists, social democrats and democratic socialists about class and wealth.
- The different positions of traditional socialists, social democrats and democratic socialists about whether wealth redistribution should be a paramount aim or not.
- The different positions of traditional socialists, social democrats and democratic socialists about the role of the state in redistributing wealth.
- 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) Discuss whether socialism is a relevant political ideology today. [30]

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

The struggle to redefine socialism in the modern world, the political, economic and social dimensions

- Arguments that it is not might include: the relevance of revolutionary socialism and Marxism to the modern world, the impact of the collapse of communism, the resilience of capitalism and dilution of class consciousness, post-modernism; the response of Marxists – redefinitions, post-Marxism, neo-Marxism; The extent to which revisionist socialism (e.g. the Third way, communitarian socialism etc) represents a coherent socialist ideology; the relevance of core socialist principles and ideas to the liberal capitalist 21st century; the crisis of social democracy and its response to ineluctability, its retreat from the 1980's onwards.
- Arguments that it is might include: Social democracy and social justice, ethical socialism, the legacy (e.g. the Welfare State, a mixed economy); the potential for socialist rebirth; 'clear red water' and the Welsh context.
- 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 the impact of conservatism on the UK Conservative Party. **[10]**

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

- The following of the Conservative party for traditional institutions and values, such as the family, the monarchy.
- The extent of the belief in the UK Conservative party in natural inequality.
- The extent of belief in the UK Conservative party in paternalism.
- 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 conservatism always promotes inequality. **[30]**

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

- Arguments that it does might include: a belief in natural inequality; traditional values and institutions and the extent to which they embed privilege and inequality; private property; protectionism.
- Arguments that it does not might include: the opportunities for self-improvement implicit in support for small businesses and hard work; paternalistic conservatism and one-nation conservatism; conservative support for private property.
- 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 differences between patriotism and xenophobia.

[10]

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

- The essentially positive aspects of patriotism compared to the essentially negative aspects of xenophobia.
- The racist undertones of xenophobia compared to patriotism.
- The emphasis of patriotism on country, the emphasis of xenophobia on race and ethnicity.
- 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 nationalism is more liberating than oppressive. [30]

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

- Arguments that agree might include: national self-determination and ideas of national sovereignty; patriotism; citizenship and organic communities; civic nationalism; internationalism and cosmopolitanism, the roles of nations within supranational structures.
- Arguments that disagree might include: pan-nationalism and expansionism; racialism, colonialism; anti-colonial and post-colonial nationalism; the threat of globalisation to nationalism; the threat supranational structures can pose.
- 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.

GP4a Mark Scheme

Summer 2015

Q.1 (a) Explain the importance of the Bill of Rights. [10]

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

- Entrenchment of basic civil liberties, deliberately difficult to amend.
- Statement of relationship of individuals to the federal government.
- Importance of key rights, e.g. religious freedom, right to bear arms, due process, cruel and unusual punishments, protection of position of the states.
- 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 US Constitution is no longer fit for purpose.' Discuss.

[30]

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

- Arguments that agree that it is not fit for purpose might include: over-emphasis on the rights of states against the ability of the federal government to govern effectively; open to too much interpretation, by the president, Congress and the Supreme Court – e.g. the Elastic Clause, Commerce Clause, etc. divided government and gridlock; the impact of federalism on effective federal governance.
- Arguments that disagree might include: the longevity of the Constitution; the flexibility and adaptability that vagueness and judicial review by the Supreme Court give it to adapt; the central importance of limited federal 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.
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 why the Senate and the House of Representatives have different roles within Congress. **[10]**

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

- To ensure separation of powers (separation of function, even within the legislature).
- To ensure that the interests of the people are considered in the legislature as well as the interests of the 50 states.
- To act as a check and balance on each other.
- 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 Congress performs its function of representation effectively. [30]

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

- Arguments that it does might include: frequency of elections; the need for pork-barrelling; lack of executive dominance over Congress; weakness of parties within Congress, the work of Congressional committees; the influence on the legislative process.
- Arguments that it does not might include: deal-brokering and logrolling within Congress; the significance of party machines and leadership within Congress; access of pressure groups, iron triangles; the impact of incumbency.
- 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 how the power of the president is constrained by the Supreme Court. **[10]**

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

- Judicial review can declare actions of the president unconstitutional.
- The Supreme Court interprets the meaning of the enumerated powers of the president.
- Presidents get little opportunity to appoint justices and influence the make-up of the Court, they are often dealing with justices appointed by former presidents.
- 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 view that the executive is a weak branch of government in the USA. [30]

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

- Arguments that it is might include: Constitutional checks and balances on the powers of the president by the other two branches; relations between the president and Congress – compromise, gridlock, Congressional power; relations between the president and Supreme Court – independent justices, presidential disappointment with appointees; the limited enumerated powers of the president; the weakness of the power to persuade; the ‘imperilled’ presidency.
- Arguments that it is not might include: the strengths of the power to persuade, presidential appeal directly to the people; resources at the disposal of the executive and the development of the executive beyond constitutional constraints – the Federal Bureaucracy; the role of EXOP; the importance of the Cabinet.
- 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 life tenure of Supreme Court justices. **[10]**

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

- Gives justices political independence from the executive.
- Preserves the Supreme Court as a judicial rather than political body.
- Builds on the expertise and experience of Supreme Court justice as their decisions are so significant – landmark cases.
- Any other relevant material.

Marks	AO1	Marks	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) 'Checks and balances are not effective in constraining the power of the Supreme Court.' Discuss. [30]

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

- Arguments that they are not effective might include: debates about the Supreme Court having too much political power; the political impact of landmark cases; the significance of the independence of the Supreme Court justices once appointed, and their life tenure; the lack of Congressional and presidential right to appeal against judgements in judicial review.
- Arguments that they are effective might include: presidential power over appointments; the role of the Senate in confirmations; the ability of Congress to change the Constitution with examples; separation of powers as it affects the Supreme Court – the Supreme Court does not have the power to enforce its judgements.
- 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.

GP4b Mark Scheme

Summer 2015

Q.1 (a) Explain how globalisation affects Britain's evolving world position. [10]

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

- Britain's relative importance compared to the past.
- The necessity for Britain to act as part of international organisations.
- The impact of global crises on British politics.
- 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) Discuss whether the global influence and impact of corporations and NGOs are more positive than negative. [30]

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

- **Positives** might include: NGOs carry out policy often funded by governments or international organisations, but are not part of government; social, economic and cultural functions as opposed to overt political nature of NGOs and corporations; transnationality makes co-ordination and effectiveness of NGOs greater; economic effectiveness of corporations; influence of transnational corporations and NGOs on living standards.
- **Negatives** might include: lack of control over how funding is spent, lack of accountability of NGOs; accusation that NGOs and corporations have their own agenda and pay insufficient attention to indigenous society, culture and economics; accusations of 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.
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 why political parties, other than the Green Party have not really embraced Green issues. **[10]**

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

- Lack of enthusiasm of voters and the belief that there are few votes in Green issues.
- Conflict between Green politics and sustainability, and capitalism and consumerism.
- Long-term nature of most Green politics and short-term nature of electoral cycles.
- 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 challenges of consumerism and capitalism are too great for Environmentalism to ever succeed.' Discuss. [30]

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

- Arguments that they are might include: wealth creation and industrial economies that fuel consumerism and capitalism, their opposition to sustainability and green thinking; competition within capitalism and the threats this poses for environmental regulation; the lack of progress made by environmental lobbies and parties inside traditional politics.
- Arguments that they are not might include: progress made on treaties, summits, targets worldwide; political gains made by green parties globally; 'light' green thinking; compatibility between consumerism and environmentalism.
- 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 the impact of increasing female political representation. **[10]**

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

- Role modelling – encouraging greater numbers of female candidates in politics.
- Changing political agendas, with a less masculine bias to political discussion and policies.
- The impact of greater female political representation on other areas of life such as industry and finance.
- 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 public attitudes have now changed sufficiently for feminism to have no purpose. [30]

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

- Arguments that they have/this is true might include: successes of feminism/the women's movement: political, social, economic and cultural achievements – right to vote, growth of numbers of women in public life, Equal Opportunities legislation, culture changes to roles of women e.g. in workplace, gay and lesbian rights, abortion, education; postmodern feminism which calls into question the male/female divide, undermining the need for feminism at all.
- Arguments that they have not/this is not true might include: fragmentation of modern feminism-extremes of radical feminism (political lesbianism, 'woman identified women'), incoherence and confusion of modern feminism, 'Third Wave'; actual versus perceived successes depending on feminist viewpoint; extent of assimilation and continued patriarchy; challenges for women's movement in the modern world – growth of religious extremism; liberal democratic responses to economic downturn – cuts to jobs, welfare, etc. and how these affect the position of women, reactionary feminism 'equal but different'.
- 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 tackling institutional racism is important in multiculturalism. **[10]**

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

- To ensure that minority rights are protected.
- To ensure that the rights of an elite, and the systematic discrimination against minority races, do not receive institutional protection.
- To combat the subtle and systemic reason in a culture or society (as opposed to overt racism by individuals).
- 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 whether the most effective way of achieving multiculturalism is through major legislation to protect minority rights. [30]

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

- Arguments that it is might include: the use of the machinery of the state to criminalise racist behaviour and protect minority rights; examples of major legislation in this field; the effectiveness of compulsion as opposed to the slower and less certain methods of persuasion and education; the use of legislation to promote social justice.
- Arguments that it is not might include; debates about whether legislating promotes diversity and social cohesion or makes them less likely to succeed; arguments in opposition to affirmative action and positive discrimination; debates about the likely success of legislation in tackling institutional racism and deep underlying cultural factors.
- 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.



WJEC
245 Western Avenue
Cardiff CF5 2YX
Tel No 029 2026 5000
Fax 029 2057 5994
E-mail: exams@wjec.co.uk
website: www.wjec.co.uk