



**General Certificate of Education
June 2011**

Government and Politics

GOVP1

People, Politics and Participation

Unit 1

Mark Scheme

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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CRITERIA FOR MARKING AS/A2 GOVERNMENT AND POLITICS

Introduction

AQA's revised Government and Politics specification has been designed to be objectives-led in that questions are set which address the assessment objectives published in the specification. The assessment objectives for A Level and AS are the same, but the weightings are different at AS and A2. Details of the weightings are given in Section 4.2 of the specification.

The schemes of marking reflect these objectives. The mark scheme which follows is of the *levels-of-response* type showing that candidates are expected to demonstrate their mastery of the skills required in the context of their knowledge and understanding of Government and Politics. Mark schemes provide the necessary framework for examiners but they cannot cover all eventualities. Candidates should be given credit for partially complete answers. Where appropriate, candidates should be given credit for referring to recent and contemporary developments in Government and Politics.

Consistency of marking is of the essence in all public examinations. It is therefore of vital importance that assistant examiners apply the mark scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other options.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the general principles of the mark scheme as contained in the Assessment Matrix.

There are no limits to the areas of knowledge that candidates may feel able bring to the discussion. Therefore the specification of requirements outlined in the mark schemes can only be indicative. Candidates are not expected to include all the material presented in order to access the full range of available marks. At the same time they may successfully include material from their particular studies which is not indicated in the scheme.

Using a levels-of-response mark scheme

Good examining is about the consistent application of judgement. Mark schemes provide a framework within which examiners exercise their judgement. This is especially so in subjects like Government and Politics, which in part rely upon analysis, evaluation, argument and explanation. With this in mind, examiners should use the Assessment Matrix alongside the detailed mark scheme for each question. The Assessment Matrix provides a framework ensuring a consistent, generic source from which the detailed mark schemes are derived. This supporting framework ensures a consistent approach within which candidates' responses are marked according to the level of demand and context of each question.

Examiners should initially make a decision about which Level any given response should be placed in. Having determined the appropriate Level the examiners must then choose the precise mark to be given within that Level. In making a decision about a specific mark to award, it is vitally important to think first of the mid-range within the Level, where that Level covers more than two marks. Comparison with other candidates' responses to the same question might then suggest whether the middle mark is unduly generous or severe.

In making decisions away from the middle of the Level, examiners should ask themselves questions relating to candidate attainment, including the quality of language. The more positive the answers, the higher should be the mark awarded. We want to avoid 'bunching' of marks.

Levels mark schemes can produce regression to the mean, which should be avoided. A candidate's script should be considered by asking 'Is it:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced or markedly better in some areas than others?
- generally coherent in expression and cogent in development (as appropriate to the level awarded)?
- well presented as to general quality of language?'

The overall aim is to mark positively, giving credit for what candidates know, understand and can do.

AS GOVERNMENT AND POLITICS

GENERIC MARK SCHEME for questions with a total of 5 marks

Knowledge and Understanding: Recall, Select & Deploy
AO1
<p>Level 4 (5 marks) The candidate successfully demonstrates excellent knowledge and understanding of political data, concept(s) or term(s).</p> <p>Where appropriate, the candidate is able to illustrate his/her answer with relevant evidence/example(s).</p>
<p>Level 3 (4 marks) The candidate successfully demonstrates good knowledge and understanding of political data, concept(s) or term(s).</p> <p>Where appropriate, the candidate is able to illustrate his/her answer with relevant evidence/example(s).</p>
<p>Level 2 (2–3 marks) The candidate demonstrates limited knowledge and understanding of political data, concept(s) or term(s).</p> <p>The candidate may illustrate his/her answer with evidence/example(s) of limited relevance.</p>
<p>Level 1 (1 mark) The candidate demonstrates little knowledge and understanding of political data, concept(s) or term(s).</p> <p>The candidate may illustrate his/her answer with evidence/example(s) of little relevance.</p>
<p>0 marks No relevant response.</p>

AS GOVERNMENT AND POLITICS**GENERIC MARK SCHEME for questions with a total of 10 marks**

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (4 marks) The candidate demonstrates an excellent knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The candidate deploys relevant knowledge and understanding to fully address the requirements of the question and produces accurate and/or relevant examples to illustrate points made.</p>	<p>Level 4 (4 marks) The candidate applies an excellent range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	<p>Levels 3–4 (2 marks) The candidate communicates clearly and effectively, in a structured and sustained manner, making excellent or good use of appropriate political vocabulary.</p> <p>There are few, if any, errors of spelling, punctuation and grammar and the response should be legible.</p> <p>The answer has a clear sense of direction, is focused on the question and, where appropriate, has a conclusion which flows from the discussion.</p>
<p>Level 3 (3 marks) The candidate demonstrates good knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The candidate addresses the requirements of the question and produces examples and/or evidence to illustrate points made.</p>	<p>Level 3 (3 marks) The candidate applies a good range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	
<p>Level 2 (2 marks) The candidate demonstrates limited knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The candidate makes a limited attempt to address the requirements of the question and produces few or inaccurate examples and/or limited evidence to illustrate points made.</p>	<p>Level 2 (2 marks) The candidate applies a limited range of concepts and makes limited use of political theory or ideas in developing an explanation or argument.</p>	<p>Levels 1–2 (1 mark) The candidate communicates explanations or arguments with limited clarity and effectiveness, using limited political vocabulary. The answer may lack either a clear focus on the question or a sense of direction.</p> <p>There are frequent errors of spelling, punctuation and grammar, and legibility may be a problem.</p>

GENERIC MARK SCHEME for questions with a total of 10 marks (continued)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 1 (1 mark) The candidate demonstrates little knowledge and understanding of political concepts/theories/institutions and processes. The candidate makes little attempt to address the requirements of the question and produces few examples and/or little evidence to illustrate points made.</p>	<p>Level 1 (1 mark) The candidate applies few concepts and makes little use of political theory or ideas in developing an explanation or argument.</p>	<p>Levels 1–2 (continued) (1 mark) A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit.</p>
<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>

AS GOVERNMENT AND POLITICS**GENERIC MARK SCHEME for questions with a total of 25 marks**

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (10–11 marks) The candidate successfully demonstrates accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them, producing an answer that deploys relevant knowledge and understanding to address the requirements of the question and demonstrates significant contextual awareness.</p> <p>The candidate's answer includes relevant evidence and/or examples to substantiate and illustrate points made.</p>	<p>Level 4 (7–8 marks) The candidate evaluates political institutions, processes and behaviour, applying appropriate concepts and theories.</p> <p>The candidate provides analysis which displays sound awareness of differing viewpoints and a clear recognition of issues. Parallels and connections are identified, together with valid and precise comparisons. The answer includes relevant and convincing interpretations or explanations.</p>	<p>Level 4 (5–6 marks) The candidate communicates clear, structured and sustained arguments and explanations, making excellent use of appropriate political vocabulary.</p> <p>The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p> <p>The candidate produces answers with a clear sense of direction leading towards a coherent conclusion.</p>
<p>Level 3 (7–9 marks) The candidate demonstrates generally accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them, producing an answer that addresses the requirements of the question and demonstrates adequate contextual awareness.</p> <p>The answer provides evidence backed up by clear examples to illustrate points made.</p>	<p>Level 3 (5–6 marks) The candidate evaluates political institutions, processes and behaviour, applying some concepts or theories.</p> <p>The candidate provides clear arguments and explanations and demonstrates awareness of differing viewpoints and recognition of issues. Parallels and connections are identified, together with some sound comparison.</p>	<p>Level 3 (3–4 marks) The candidate communicates arguments and explanations, making good use of appropriate political vocabulary.</p> <p>The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p> <p>A conclusion is linked to the preceding discussion.</p>

GENERIC MARK SCHEME for questions with a total of 25 marks (continued)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 2 (4–6 marks) The candidate demonstrates basic knowledge and understanding of political concepts/theories/institutions and processes and some awareness of the relationships between them, making a limited attempt to address the requirements of the question.</p> <p>The candidate may demonstrate contextual awareness covering part of the question, and may produce limited evidence and/or few examples.</p>	<p>Level 2 (3–4 marks) The candidate offers a limited evaluation of political institutions, processes and behaviour and begins to construct arguments which contain basic explanations.</p> <p>The candidate shows some awareness of differing viewpoints. There is recognition of basic parallels or limited comparisons.</p>	<p>Level 2 (2 marks) The candidate attempts to develop an argument using basic political vocabulary.</p> <p>There are frequent errors of spelling, punctuation and grammar and legibility may be a problem.</p> <p>Where a conclusion is offered, its relationship to the preceding discussion may be modest or implicit.</p>
<p>Level 1 (1–3 marks) The candidate demonstrates slight and/or incomplete knowledge and understanding of political concepts/theories/institutions and processes and limited awareness of the relationships between them.</p> <p>The candidate makes a very limited attempt to address the requirements of the question. Only superficial awareness of the context of the question is evident and the few examples cited are often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1–2 marks) The candidate makes a partial attempt to evaluate political institutions, processes and behaviour. Arguments offered are superficial or simplistic. There is very limited awareness of parallels or comparisons.</p>	<p>Level 1 (1 mark) The answer relies upon narrative which is not fully coherent and which is expressed without using political vocabulary.</p> <p>Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p> <p>A conclusion is either not offered or it is not related to the preceding material.</p>
<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>

NB: whilst there is no requirement for candidates to make reference to the extract or passage provided when answering questions with a total of 25 marks, the use of such material can be credited on AO1 and AO2, where it is relevant to the question posed. Candidates may also be given credit for using relevant material drawn from the extracts or passages which accompany other questions on the paper.

Topic 1 Participation and Voting Behaviour**Total for this topic: 40 marks****(01)** Explain the term *turnout* used in the extract.**(5 marks)**

It is likely that the majority of candidates will define turnout as a measure of the number or proportion of people who vote at an election. Higher-level responses are likely to provide a more authoritative definition: ie the proportion of registered voters who cast a ballot at a given election, expressed as a percentage. Candidates may pick up on the reference in the extract (ie by identifying electoral turnout as one measure of political participation).

At the higher levels of response, it is likely that candidates will look to develop their answers by introducing material from their own knowledge. Some may refer to varying levels of turnout witnessed at different types of elections or introduce the notion of differential turnout in a single electoral cycle, with top-level responses supporting such points with statistical evidence.

It is likely that many candidates will also make reference to the relatively low levels of electoral turnout witnessed at some recent general elections (most famously in 2001) and such knowledge is obviously creditable here.

(02) Using your own knowledge as well as the extract, consider why some commentators have spoken of a 'participation crisis' in recent years. **(10 marks)**

The focus here is the issue of why commentators have spoken of a participation crisis, as opposed to the question of why people are not participating. It is likely that many candidates will start by offering an overview of non-electoral participation, using some of the material provided in the extract. Candidates may simply repeat the figures quoted or draw conclusions from it, with the latter scoring more highly on AO2. Candidates may comment on the fact that the material presented, though included in an article published in 2009, was collated in 2000 (ie more than a decade ago). At the higher levels of response, candidates are likely to comment on levels of participation in the intervening period, based upon their own knowledge, and link this to the terms of the question posed.

As the focus of the extract is on non-electoral participation, it is likely that most candidates will use their own knowledge to broaden the discussion so as to include electoral turnout, perhaps by offering the headline figures from the 2001, 2005 and 2010 general elections and linking such material to the terms of the question. Candidates may pick up on the word 'crisis' and the implication that low levels of political participation present a problem for democracy in the UK. Such an approach might lead candidates to mention the work of the Power Inquiry.

Though the question does not ask candidates to consider whether the term 'participation crisis' accurately reflects the situation as it stands, it is likely that some candidates may use the extract or their own knowledge to challenge this assessment. This can be credited as knowledge under AO1.

In order to achieve the higher levels at AO1 and AO2, candidates will be expected to identify and offer developed discussion of a number of different areas. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary (eg electoral turnout, apathy, Power Inquiry, political participation, democracy, etc).

(03) 'Deciding which party to vote for is now essentially a rational exercise.' Discuss. (25 marks)

This question invites candidates to consider the merits of the rational choice model in explaining voting behaviour, as compared to the idea that voting is largely based on a longer-term emotional attachment to a particular party (ie partisan alignment), the latter being based upon factors such as social class, geography or socialisation.

Responses at all levels are likely to distinguish between long-term (primacy) factors and short-term (recency) factors. Most candidates will be able to offer examples of each, with social class, age, gender, region and party identification most likely to be used as examples of long-term factors that might result in a voter having a long-standing emotional attachment to a particular party. Issues, the quality of party leaders and candidates, and the quality/focus of the party campaigns are likely to be advanced as short-term influences.

Lower levels of response may consist of little more than lists of short-term factors, with little development and few, if any, examples. Such responses are unlikely to move beyond the lower levels on AO1 or AO2. Mid-level responses are more likely to provide examples in support of some or all of the influences on voting behaviour identified: eg statistics on class and voting from 2010, or a discussion of the impact of the 'Falklands Factor', the 'Blair/Iraq Factor' or the 'global credit crunch' on the general elections of 1983, 2005 and 2010 respectively.

In order to achieve the higher levels on AO2, candidates will need to address the terms of the question explicitly by demonstrating an understanding of some of the different theoretical models that have been advanced in an effort to explain voting behaviour. Knowledge of such models, where accurate, should be credited fully on AO1 but should only be rewarded at the higher levels on AO2 where it is explicitly related back to the terms of the question. Candidates who offer rote-learned answers on voting models are therefore unlikely to reach the higher levels on AO2.

Note that whilst the word 'discuss' might be taken to suggest a need for a degree of balance (ie 'for' and 'against'), candidates will still be able to achieve the higher levels on AO1 and AO2 where the quality of their response is high but the balance is lacking.

On AO3, particular credit will be given to responses possessing a clear analytical structure. Such higher-level responses will often be characterised by a clear sense of direction and by the presence of a conclusion: an explicit judgement substantiated by the discussion that has gone before. Top-level responses will also make effective use of appropriate political vocabulary (eg class and partisan alignment and dealignment, embourgeoisement, the campaign, rational choice theory, deviant voters, issue-voting, retrospective and prospective voting, etc).

Topic 2 Electoral Systems**Total for this topic: 40 marks****(04)** Explain the term *wasted votes* used in the extract.**(5 marks)**

The extract refers to the presence of large numbers of wasted votes as an undesirable product of the first-past-the-post electoral system. It is therefore likely that many candidates will repeat this point, perhaps verbatim, when answering this question. Candidates may also deploy some of the statistical material provided in the extract by way of evidence. However, in order to move beyond the lower levels on the mark scheme, candidates must provide a clear and accurate explanation of the term: ie that wasted votes are those ballots that do not contribute to the outcome of the contest in a given constituency because they are cast in favour of either a defeated candidate or one who has already secured victory.

Candidates may make reference to the fact that, under the first-past-the-post system, votes cast for parties that are often placed second or third (for example, the Liberal Democrats) routinely account for a significant proportion of the total wasted votes. Some candidate may also make passing reference to the way in which proportional systems such as STV serve to reduce wasted votes.

Whilst candidates at the top level of response may well provide evidence from specific constituencies in support of their explanation, such material is not required in order to secure a top mark on this question.

(05) Using your own knowledge as well as the extract, consider why the first-past-the-post system disadvantages some parties.**(10 marks)**

It is likely that responses at all levels will include an outline of the way in which first-past-the-post works – either in general terms or with reference to general elections or local elections in England and Wales. Such knowledge will be credited, where accurate, under AO1, even where it is not explicitly linked to the terms of the question, because it will provide context.

At the lower levels of response, it is likely that candidates will simply run through a series of arguments for and against the first-past-the-post system. Higher-level responses will be characterised firstly by their ability to offer a developed explanation of precisely why the system disadvantages some named parties and, secondly, by their use of supporting evidence/examples from ‘own knowledge’.

The extract introduces the concept of wasted votes (see Question 04) as well as providing statistics demonstrating the extent to which the electoral system appeared to disadvantage the Liberal Democrats when compared with the Labour and Conservative parties in the 2010 General Election. It is likely that candidates will opt to include this material as evidence when demonstrating the effects of the system. At the higher levels of response, candidates are likely to move beyond the extract to consider other elections where specific parties have lost out under the system.

Many candidates are likely to focus on the fortunes of the Liberal Democrats and a number of minor UK parties (eg the BNP, the Greens and UKIP), offering statistics (% votes v seats won) in support. Such an approach is likely to focus on the way in which parties whose support is spread evenly across the country find it harder to make an electoral breakthrough under FPTP

than those parties whose support is concentrated. In this context, candidates may also refer to the relative success of parties such as the SNP and Plaid Cymru, as well as the success achieved by popular independent candidates standing in a single seat (eg Martin Bell, Richard Taylor, Peter Law, George Galloway).

Alternatively, candidates might focus on the way in which demographic issues such as the varying size of parliamentary constituencies and the regional distribution of party support has served to disadvantage some parties.

In order to achieve the higher levels at AO1 and AO2, candidates will be expected to identify and offer developed explanations of a number of reasons why FPTP might disadvantage some parties. Answers achieving the higher levels on AO3 will be clearly communicated, using appropriate political vocabulary (eg wasted votes, 'winner's bonus', 'winner-takes-all', proportionality/disproportionality, electoral boundaries, etc).

(06) 'The use of referendums in the UK since 1997 has done little to strengthen democracy.'
Discuss. (25 marks)

Responses at all levels are likely to demonstrate understanding of what referendums are, together with a knowledge, however limited, of how such devices have been used in the UK in recent years. Many candidates will refer to Clement Attlee's oft-cited views on referendums (eg that they are devices 'alien to our traditions' or 'the devices of demagogues and dictators'); some may try to explain precisely what Attlee meant and why he took this position. Much of this can be credited on AO1 with the latter, more analytical point worthy of greater credit on AO2.

At the lower levels of response on AO1 and AO2, responses may be overly descriptive or generic in nature. In the case of the former, candidates may simply describe referendums past or proposed without any real attempt to address the precise terms of the question (ie by using the experience of such referendums to analyse the supposed merits of such devices). In the case of the latter, candidates may simply reproduce generalised arguments both 'for' and 'against' referendums, without examples or analysis.

Higher-level responses on AO1 and AO2 will be characterised by a more precise focus on the terms of the question, specifically an assessment of the way in which specific referendums since 1997 could be said to have strengthened or undermined democracy. Such a discussion is likely to focus on issues such as legitimacy, with candidates considering the extent to which those referendums identified have delivered in terms of the question posed, the fairness of the campaign, the number of citizens entitled to have their say and the level of turnout. When dealing with the last two points it is likely that candidates will make reference to the fact that most English voters have not had the opportunity to vote in a referendum since 1997 and that turnout at those ballots which have been held has been decidedly patchy.

It is likely that candidates may also wish to refer to the referendums that have **not** been held since 1997 as a means of demonstrating whether or not the 'use of referendums' has enhanced or undermined democracy. In this context, candidates may refer to the non-referendums on electoral reform, UK adoption of the euro or UK ratification of the Lisbon Treaty. It is possible that some candidates may wish to make reference to the use of referendums at local level in the UK in recent years. They might also discuss the advantages of the citizen-led initiatives that operate in many US states.

Note that whilst the word ‘discuss’ might be taken to suggest a need for a degree of balance (ie ‘for’ and ‘against’), candidates will still be able to achieve the higher levels on AO1 and AO2 where the quality of their response is high but the balance is lacking.

On AO3, particular credit will be given to responses possessing a clear analytical structure. Such higher-level responses will often be characterised by a clear sense of direction and by the presence of a conclusion: an explicit judgement substantiated by the discussion that has gone before. Top-level responses will also make effective use of appropriate political vocabulary (eg Electoral Commission, legitimacy, turnout, threshold, initiatives, direct democracy, representative democracy, etc).

Topic 3 Political Parties**Total for this topic: 40 marks****(07)** Explain the term *party conference* used in the extract.**(5 marks)**

It is likely that most candidates will define the party conference as the set-piece event held annually by each of the main UK political parties. At the higher levels of response, candidates may be aware that such parties often hold more than one party conference each year, with the Liberal Democrats, for example, holding national conferences in Scotland and Wales as well as their main annual federal conference.

The extract refers to the significant power traditionally held by the Labour Party conference. Candidates are likely to pick up on this point, perhaps using their own knowledge to highlight the fact that the Labour conference was traditionally the sovereign policy-making body of the party, or highlighting the role that the conference can still play in unseating an incumbent Labour leader. Candidates may also make reference to the roles performed by the conferences of other UK political parties.

NB: though candidates are likely to explain the term by referring to a number of different parties, those who focus on the Labour Party alone will still be able to secure the top level on the mark scheme.

(08) Using your own knowledge as well as the extract, outline the ways in which the Conservative Party and the Labour Party select their leaders.**(10 marks)**

This question requires candidates to demonstrate a good working knowledge of the processes by which the Conservative Party and the Labour Party select their party leaders. Some candidates may choose to tackle this task in a thematic way, identifying a number of issues (eg how vacancies emerge, the role of ordinary members, the part played by elected politicians, etc) and considering the system used by each party in respect of each of those areas identified. Other candidates may simply look at the system used by each party in turn. Though both approaches are equally valid, those who take a more thematic approach are likely to find it easier to score highly on AO2.

Candidates tackling this question are likely to be aware of the two-stage system by which the Conservative Party leader is chosen: a series of ballots amongst MPs that reduce the field of candidates to the two who are ultimately put to a ballot of all party members. At the higher levels of response, candidates may also be aware of the rules governing nomination and be able to demonstrate their understanding of the system by making use of leadership elections conducted under the system currently in place (eg the election of Iain Duncan Smith or David Cameron).

When setting out the system employed by the Labour Party, candidates will need to demonstrate an awareness of the composition and operation of the electoral college. Again, those at the higher levels of response may refer to the nomination process or the mechanism by which an incumbent Labour leader can be removed. Such higher-level responses are also likely to be characterised by the presence of contemporary examples.

It is possible that higher-level responses may well touch upon the way in which the systems used by both parties can be manipulated in such a way as to limit the role of individual party

members. Such a line of discussion might make reference to the ‘coronations’ of Michael Howard (2003) and Gordon Brown (2007) or to tactical voting during the ballots of Conservative MPs that resulted in party members being given a choice between Iain Duncan Smith and Kenneth Clarke as leader in 2001.

It is likely that some candidates will seek to put the selection of party leaders into the broader context of internal party democracy. Whilst such material is creditable as knowledge on AO1, it is unlikely to be sufficiently focused on the terms of the question posed to score highly on AO2.

Though it is acceptable for answers to vary in terms of balance (ie focusing on one party significantly more than the other), candidates must make some developed reference to both parties in order to make it into the higher levels on AO2. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary (eg party conference, block vote, electoral college, Parliamentary Labour Party, leadership challenge, vote of no confidence, one-member-one-vote (OMOV), etc).

(09) ‘The main UK parties differ on economic policy alone.’ Discuss.

(25 marks)

Though the question introduces the theme of economic policy, the requirement to discuss whether or not the main UK parties differ on this area of policy alone clearly necessitates a consideration of some policies beyond the economic sphere. Those candidates who focus entirely on economic policy are therefore unlikely to achieve the higher levels on AO2.

In answering this question, some candidates are likely to take an essentially analytical approach, dividing party policy into a number of separate areas (eg economic, social, political, foreign) and then assessing the main similarities and differences between the main UK parties in some or all of these areas, before arriving at their conclusion. There is clearly no requirement for a balance across the coverage of the various areas identified. Indeed, some candidates may take their lead from the question and devote the lion’s share of the time available to addressing issues of economic policy. Other candidates may take a more descriptive approach, detailing the main policies of each party in turn before making some brief comparisons towards the end of their answer. Whilst both approaches have the potential to score highly on AO1, responses in the more analytical style are more likely to secure high marks on AO2.

It is likely that candidates at the higher levels of response will have a sense of how the scale of the differences between the parties might have changed over time. Some candidates may choose to contrast the differences between party manifestos of the 1980s (not least the 1983 manifestos) with those produced between 1997 and 2005. Such discussion may well be accompanied by an attempt to link party policy to the ideological positions traditionally adopted by the main UK parties. Some candidates may move on to consider the extent to which the Labour and Conservative economic policies diverged once more ahead of the 2010 General Election, in the wake of the global credit crisis.

Note that whilst the word ‘discuss’ might be taken to suggest a need for a degree of balance (ie ‘for’ and ‘against’), candidates will still be able to achieve the higher levels on AO1 and AO2 where the quality of their response is high but the balance is lacking.

On AO3, particular credit will be given to responses possessing a clear analytical structure. Such higher-level responses will often be characterised by a clear sense of direction and by the presence of a conclusion: an explicit judgement substantiated by the discussion that has gone before. Top-level responses will also make effective use of appropriate political vocabulary (eg Thatcherism, Third Way, neo-liberal, monetarism, New Labour, interventionist/non-interventionist, privatisation/nationalisation, etc).

NB Some candidates may refer to non-policy differences between the two parties (eg ideology and/or organisation). Such material may be credited where made relevant to the question.

Topic 4 Pressure Groups and Protest Movements**Total for this topic: 40 marks****(10)** Explain the term *cause groups* used in the extract.**(5 marks)**

Most candidates are likely to define the term ‘cause groups’ in the context of the sectional/cause group typology developed by writers such as J D Stewart and others. At the lower levels of response, candidates may simply define cause groups (or ‘promotional groups’) as those pressure groups that campaign for a particular cause. Higher-level responses will offer more development, perhaps by contrasting cause groups with sectional (or interest) groups, which primarily aim to protect the interests of their own members. In this context, some candidates may suggest that cause groups are by their very nature more ‘inclusive’ whereas sectional groups are generally ‘exclusive’.

The extract refers to the way in which some cause groups have made use of direct action in recent years and it is likely that many candidates will include this material in their answers. Candidates are also likely to pick up on the point that cause groups are increasingly working together in ‘umbrella campaigns’.

(11) Using your own knowledge as well as the extract, consider why direct action could be said to undermine UK democracy.**(10 marks)**

It is likely that many candidates will choose to start either with an attempt to define direct action or to offer an outline of what they see as the essential features of UK democracy.

The extract provides a number of recent examples of direct action involving groups such as Greenpeace and Plane Stupid. It also makes reference to the anti-roads protests of the 1990s. It is therefore likely that candidates will make use of such material when demonstrating their understanding of the term ‘direct democracy’, perhaps adding material from their own knowledge as a way of developing their explanations.

In order to achieve the higher levels on AO1 and, in particular, AO2, candidates will need to provide a clear focus on the ways in which such activities could be seen to threaten UK democracy. In this context it is likely that many candidates will introduce the concept of representative democracy as the form of democracy practised in the UK, and make their assessment of the impact of direct action on that basis.

There are numerous arguments that can be advanced in support of the notion that direct action undermines democracy. At the lower levels of response, candidates may simply argue that, in a representative democracy, MPs should simply be allowed to get on with the business of making law without the distraction of such stunts. At the higher levels of response, candidates may develop this idea further by introducing the ideal of ‘joined-up government’ and demonstrating the way in which such narrow, high-profile campaigns can undermine such a goal. Candidates at all levels are likely to recognise that such groups often represent minority interests, leading to the argument that the views of the silent majority are being ignored. Higher-level responses may develop this point by introducing the concept of the ‘tyranny of the minority’.

Answers achieving the higher levels on AO3 will be clearly communicated, using appropriate political vocabulary (eg direct action, civil disobedience, joined-up government, representative democracy, tyranny of the minority, etc).

(12) 'The most successful UK pressure groups still tend to focus on lobbying the Westminster Parliament, despite the availability of numerous other access points.' Discuss. (25 marks)

This question requires candidates to demonstrate knowledge of the range of access points available to UK pressure groups – and their relative merits/demerits – as well as being able to relate this understanding to the idea of pressure group success.

Most candidates are likely to make some attempt to identify a range of access points, whether those relating to central government (eg Parliament, the Civil Service, other elements of the core executive), supranational government (eg the European Commission), sub-national government (eg devolved bodies) or local government (eg county councils). Such knowledge can be credited on AO1 even where it is not linked to the precise terms of the question.

When addressing the question more directly, candidates may take one of a number of different approaches. Some candidates may choose to focus on 'successful pressure groups', assessing the proposition that all such groups focus primarily on lobbying the Westminster Parliament. Other candidates may focus more on the relative appeal of different access points and use that as a way into considering the success of those groups in targeting each point of leverage.

At the higher levels of response it is likely that candidates will challenge the assumptions inherent in the statement. For some candidates this will involve questioning whether many or any successful pressure groups would really ignore access points beyond Westminster. For others, the issue may be the presence of any number of very successful pressure groups that make little or no attempt to lobby the Westminster Parliament. In the case of the latter, candidates may provide evidence of locally based campaigns or campaigns at the European level that have achieved success without any real lobbying at Westminster. Candidates may also look to consider the extent to which many outsider groups are either prevented from or choose not to lobby at Westminster, at least in the conventional sense, preferring to focus on public education campaigns and/or direct action as a way of securing their goals.

Note that, whilst the word 'discuss' might be taken to suggest a need for a degree of balance (ie 'for' and 'against'), candidates will still be able to achieve the higher levels on AO1 and AO2 where the quality of their response is high but the balance is lacking.

On AO3, particular credit will be given to responses possessing a clear analytical structure. Such higher-level responses will often be characterised by a clear sense of direction and by the presence of a conclusion: an explicit judgement substantiated by the discussion that has gone before. Top-level responses will also make effective use of appropriate political vocabulary (eg Parliament, core executive, Civil Service, European Commission, Eurogroups, local government, devolved institutions, insider/outsider groups, core insiders, etc).

ASSESSMENT OBJECTIVES GRID

AS Assessment Objective	Marks allocated by Assessment Objective 5-mark question	Marks allocated by Assessment Objective 10-mark question	Marks allocated by Assessment Objective 25-mark question	Total Marks by Assessment Objective
AO1	5	4	11	20
AO2	0	4	8	12
AO3	0	2	6	8
Total	5	10	25	40

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion