

Final



**General Certificate of Education  
January 2013**

**Government and Politics                      GOVP1**

**People, Politics and Participation**

**Unit 1**

**Final**

***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 students' 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 students' 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 students' 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 students 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. Students should be given credit for partially complete answers. Where appropriate, students 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 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, 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 students may feel able bring to the discussion. Therefore the specification of requirements outlined in the mark schemes can only be indicative. Students 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 students' 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 students' 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 student 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 student'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 students know, understand and can do.

## AS GOVERNMENT AND POLITICS

### GENERIC MARK SCHEME for questions with a total of 5 marks

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

## AS GOVERNMENT AND POLITICS

### GENERIC MARK SCHEME for questions with a total of 10 marks

<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<p><b>Level 4 (4 marks)</b> The student demonstrates an excellent knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The student 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><b>Level 4 (4 marks)</b> The student applies an excellent range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	<p><b>Levels 3–4 (2 marks)</b> The student 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><b>Level 3 (3 marks)</b> The student demonstrates good knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The student addresses the requirements of the question and produces examples and/or evidence to illustrate points made.</p>	<p><b>Level 3 (3 marks)</b> The student applies a good range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	
<p><b>Level 2 (2 marks)</b> The student demonstrates limited knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The student 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><b>Level 2 (2 marks)</b> The student applies a limited range of concepts and makes limited use of political theory or ideas in developing an explanation or argument.</p>	<p><b>Levels 1–2 (1 mark)</b> The student 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)**

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

## AS GOVERNMENT AND POLITICS

### GENERIC MARK SCHEME for questions with a total of 25 marks

<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<p><b>Level 4 (10–11 marks)</b> The student 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 student's answer includes relevant evidence and/or examples to substantiate and illustrate points made.</p>	<p><b>Level 4 (7–8 marks)</b> The student evaluates political institutions, processes and behaviour, applying appropriate concepts and theories.</p> <p>The student 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><b>Level 4 (5–6 marks)</b> The student 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 student produces answers with a clear sense of direction leading towards a coherent conclusion.</p>
<p><b>Level 3 (7–9 marks)</b> The student 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><b>Level 3 (5–6 marks)</b> The student evaluates political institutions, processes and behaviour, applying some concepts or theories.</p> <p>The student 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><b>Level 3 (3–4 marks)</b> The student 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)**

<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<p><b>Level 2 (4–6 marks)</b> The student 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 student may demonstrate contextual awareness covering part of the question, and may produce limited evidence and/or few examples.</p>	<p><b>Level 2 (3–4 marks)</b> The student offers a limited evaluation of political institutions, processes and behaviour and begins to construct arguments which contain basic explanations.</p> <p>The student shows some awareness of differing viewpoints. There is recognition of basic parallels or limited comparisons.</p>	<p><b>Level 2 (2 marks)</b> The student 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><b>Level 1 (1–3 marks)</b> The student 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 student 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><b>Level 1 (1–2 marks)</b> The student 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><b>Level 1 (1 mark)</b> 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><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>

**NB:** whilst there is no requirement for students 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. Students 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 *democracy* as used in the extract.

(5 marks)

It is likely that most students will be able to offer a dictionary definition of the term. Some may refer to 'people power', whilst others might demonstrate an awareness of the origins of the word democracy in the Greek 'demokratia' - a union of *demos* ('the people') and *kratos* ('power'). At the lower levels of response students may not move beyond a basic definition. At the higher levels of response it is likely that students will seek to demonstrate a more developed understanding of the term by making reference to different models and forms of democracy (eg liberal, pluralist, representative, direct). The extract highlights the changing character of democracy within the UK and it is likely that students at the higher levels of response will look to work some of this material into their answers.

02 Using your own knowledge as well as the extract, identify **and** explain **two** factors that might help to account for the decline in traditional forms of participation.

(10 marks)

It is likely that many students will start by offering an overview of falling electoral turnout, perhaps by offering the headline figures from the 2001, 2005 and 2010 General Elections. This will be credited under AO1 even where it is not explicitly linked to the terms of the question as it will help to establish context. At the higher levels, students will be expected to address the idea of a decline in the 'traditional forms of participation' more explicitly.

Most students will be able to identify one or more of the factors identified in the extract, eg: the rise of other forms of participation such as the increasing popularity of 'mainstream pressure groups', 'protest movements, consumer campaigns and direct action'. In order to access the higher levels on the mark scheme, however, students will be expected either to offer other factors from their own knowledge or use their knowledge to explain the factors lifted from the extract. Examples of the increase in pressure group activity might include popular protest/social movements such as the Stop the War Coalition, growing membership of pressure groups such as the RSPB or the rise of direct action (Fathers 4 Justice, Plane Stupid, Occupy, etc). When identifying factors not identified in the extract students might refer to the supposed rise in political apathy or the sense that the two main UK political parties are no longer sufficiently distinct. Students may also explore the extent to which the rise of new media (the internet, smart phones, social networking, etc) may be a factor in changing patterns of political participation.

In order to achieve the higher levels at AO1 and AO2, students will be expected to identify and offer developed analysis of two distinct factors. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary, eg turnout, political apathy, social movement, direct action, end of ideology, disengagement, single-issue groups, etc.

03	‘Voting behaviour at UK elections is determined more by issues of personality and image than on the basis of policies or performance in office.’ Discuss. <span style="float: right;">(25 marks)</span>
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Most students are likely to see the reference to ‘personality and image’ as an invitation to assess the importance of the personalities and perhaps the presentation of candidates in shaping voting behaviour. The question invites students to weigh the importance of ‘personality’ against two other short-term factors: ‘policies’ (which students may interpret as relating to manifesto pledges); and ‘performance in office’ (which those at the higher levels of response are likely to link to retrospective voting).

At the lower levels of response it is likely that students will produce generic responses on the theme of voting behaviour, without explicitly discussing the influence of any of the factors identified in the question. Higher-level responses are likely to take one of two forms: some students will focus entirely on those factors identified and offer developed analysis of each variable as well as a substantiated judgement as to their relative influence; others will address the factors offered but will then challenge the assumption inherent in the statement, ie by suggesting that it is not enough to choose between various short(er)-term factors when the link between primacy factors and voting behaviour is still so apparent – at least at UK general elections. The difference between this latter approach and the more generic approaches marked at the lower levels of response will be the presence of an explicit rationale for introducing such material in answer to the question posed.

Students will be expected to make reference to specific elections from their own knowledge (AO1) in order to illustrate their answers. Historic examples of recent general elections where personality is said to have played a part might include 1983 (Foot/Thatcher), 1992 (Kinnock/Major), 1997 (Blair/Major) and 2010 (Brown/Cameron). Students at all levels of response are likely to refer to the part played by the Liberal Democrat leader Nick Clegg in the 2010 campaign. In this context students may look to assess the extent to which the innovation of televised leader debates has focused attention on personalities as opposed to policies (ie the relatively short-lived phenomenon of ‘Cleggmania’). Similarly, when looking at performance in office students may refer to historic examples, such as the Conservative 1979 ‘Labour Isn’t Working’ campaign, or to more recent examples, such as Labour’s credibility on economic management at the general elections of 1983, 1987, 1992 and 2010. When assessing the importance of policy proposals students may refer to the Conservatives’ ‘Labour’s Tax Bombshell’/‘Labours’ Double Whammy’ campaigns in 1992 or the appeal of the LibDem’s policy on university top-up fees for voters in the 18-24 age-range at the 2010 General Election.

Note that whilst the word ‘discuss’ might be taken to suggest a need for a degree of balance (ie ‘for’ and ‘against’), students 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 party manifesto, mass media, the campaign, rational choice theory, issue-voting, retrospective and prospective voting, personality politics, etc.

NB: though not required, students who make relevant references to the importance of ‘personality and image’ in elections in Northern Ireland should be credited fully.

**Topic 2: Electoral Systems**

Total for this topic: (40 marks)

04	Explain the term <i>referendum</i> used in the extract.	(5 marks)
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The majority of students are likely to define a referendum as a vote on a single issue put to a public ballot by the government of the day. It is likely that most students will also be able to offer examples of actual UK referendums, either from their own knowledge or from the extract. Students may also introduce non-UK examples. Such material should also be credited fully. At the higher levels of response students may use their knowledge to draw a distinction between such referendums and the 'initiatives' used in many other countries as well as many US States. Students may also demonstrate an awareness of the kinds of issues resolved by referendums both in the UK and beyond. Students will not be expected to consider the arguments 'for' or 'against' the use of referendums alongside representative democracy.

05	Using your own knowledge as well as the extract, consider the circumstances in which the UK government might choose to call a referendum.	(10 marks)
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The extract refers to tensions within the LibDem-Conservative Coalition in 2011 over the way in which the 'No' campaign in the AV referendum was being conducted. Many students are likely to pick up on this reference and some may use it as a way into a discussion of precisely why it might be helpful for UK governments to call referendums at certain junctures.

Some answers may be framed in theoretical terms, eg the deficiencies of the traditional form of representative democracy. Others may take a more 'concrete approach', eg by detailing the reasons why named referendums have been held in the past (or have been offered/guaranteed).

In highlighting the differences between some LibDem and Conservative Cabinet members, the extract might prompt some students to identify the desire to defuse potentially government-ending divisions as a motive for holding a referendum. Though the arguments within Cabinet were well publicised at the time of the AV referendum, both ministers mentioned here were able to remain in government in the wake of the decisive 'No' vote. Students may also refer to the 1975 referendum as an example of a ballot held partly to avoid splits within the governing party. Students may use their own knowledge to point out that the AV referendum was agreed as part of the Coalition Agreement. Thus a second reason for holding a referendum might be that it has been agreed as part of an electoral pact or coalition deal.

Students may choose to focus instead on the way in which referendums can be used to focus the mandate. Students are likely to use their own knowledge to illustrate this point by deploying examples of actual or promised referendums (eg the 1975 vote on UK membership of the EEC or the guarantee of a referendum ahead of the UK adopting the Euro). Students may also note that such devices are routinely used to 'ratify' major constitutional changes (eg Scottish Devolution, 1997). In this context they may note that all UK referendums to date have related either to the division of power between different tiers of government (regional/national/European) or to other constitutional issues (eg electoral reform).

In order to achieve the higher levels at AO1 and AO2 students will be expected to identify and offer developed explanations of a number of points relating to the question posed. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary, eg referendum, mandate, legitimacy, tyranny of the majority, representative democracy, direct democracy, participation, accountability, etc.

NB: those students who make reference to the reasons for (or frequency of) referendums in other named countries can be credited where such discussion is clearly linked back to the question posed, eg as a way of identifying the reasons why the UK government may seek to hold a referendum.

06 The first-past-the-post system used in elections to the Westminster Parliament should be replaced with a more proportional system.' Discuss. (25 marks)

In answering this question students can be expected to have at least an outline knowledge of the way in which FPTP has performed at recent general elections, eg the fact that in 2005 Labour was able to secure more than half of the seats (355) with only 35.2% of the popular vote – the lowest share of the vote ever recorded for a winning party – whereas the Liberal Democrats only returned 62 MPs with 22.1% of the popular vote. Such evidence would all be creditable under AO1, though it would need to be related to the question directly in order to score highly on AO2.

Higher-level responses on AO2 are likely to be characterised by a far more direct focus on the arguments commonly advanced in favour of replacing the First Past the Post (FPTP) system currently employed at UK general elections, eg its tendency to result in disproportional outcomes, the oft-cited 'winner's bonus', the extent to which parties that are frequently placed second are not adequately rewarded, the existence of safe seats and electoral deserts, the prevalence of tactical voting and (in recent years at last) low electoral turnout.

Top-level responses will evaluate the arguments in favour of replacing FPTP with a more proportional system. Such discussion is likely to involve a consideration of the merits of proportional systems (ie the other side of the argument in favour of reform) as well as the weaknesses apparent in FPTP. Alternatively, students may choose to argue against the statement offered, ie put the case against reform. Answers which are fully developed should be able to access the higher levels on the mark scheme, even where the arguments presented 'for' and 'against' reform are not fully balanced. Lower-level responses may simply produce a generic, perhaps pre-learnt, response focusing on the arguments for and against electoral reform.

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 proportionality, MP-constituency link, threshold, multi-member constituencies, preferential voting, winner's bonus, electoral deserts, etc.

**Topic 3: Political Parties**

Total for this topic: (40 marks)

07	Explain the term <i>ideology</i> used in the extract.	(5 marks)
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Students should demonstrate an understanding of the term by offering a clear and concise definition. In the case of higher-level responses this definition may be especially well framed, eg an awareness that an ideology is a coherent set of ideas, beliefs and values that shapes one's outlook or provides a theoretical basis upon which decisions can be made and policies formulated.

Lower-level responses may simply repeat or summarise the material on weakening party ideologies provided in the extract, without comment. Stronger responses are likely to be characterised by the students' willingness to illustrate their understanding of the term by identifying one or more ideological tradition (eg socialism, conservatism, liberalism etc) from their own knowledge – perhaps also linking such material to the left/right spectrum discussed in the extract.

08	Using your own knowledge as well as the extract, consider the extent to which the main UK parties are still divided along ideological lines on economic policy.	(10 marks)
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This question asks students to apply their understanding of the term ideology to the main contemporary UK parties. Moreover, the use of the word 'still' in the statement implies the need for a degree of historical perspective, ie a willingness to address the idea that UK parties were once ideologically divided on economic policy and that things may have changed.

The historical perspective suggested in the question means that many students will explore the ideological traditions of the main UK political parties before assessing the extent to which they are still divided along ideological lines when it comes to tackling economic issues. Such a focus is likely to involve a consideration of socialism and conservatism. Students at the lower levels of response are likely to offer a generic overview of traditional party ideology. Such discussion might well be framed in general terms, ie not focusing on economic policy alone but instead discussing the view that recent years have witnessed the 'end of ideology'. Students might also pick up on the Left/Right theme introduced in the extract. At the higher levels of response it is likely that students will offer more developed discussion of the ideological positions traditionally taken by the two main UK parties (eg Old Labour, Clause 4 v. modern conservatism, Thatcherism, etc.). Though not required, it is likely that some students at the higher levels of response will offer a more explicit focus on economic policy (eg a discussion of Keynesianism and monetarism – mixed economy v. free-market economy). This material should be credited where it is explicitly related to the terms of the question posed.

It is likely that, when addressing the issue of 'change', students will focus on the rise of New Labour and, more recently, the New Tories/Cameron. Some may conclude that the two parties are now indistinguishable in terms of their core economic policies. Students at the higher levels of response, however, are likely to address the extent to which the main parties became more distinctive in their approach to the economy in the wake of the global financial crisis. Students who look to broaden the discussion by moving beyond the Labour Party and the Conservative Party should be fully rewarded – through such material is not required.

In order to achieve the higher levels at AO1 and AO2 students will be expected to identify and offer developed discussion of the extent to which the main UK parties' policies in the economic sphere are distinctive. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary, eg Old/New Labour, Keynesianism, monetarism, 'rolling back the frontiers of the state', public spending, tax-and-spend, etc.

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09	'Individual members of the main British political parties have little influence or control over party policy.' Discuss.	(25 marks)
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This question focuses on the issue of internal party democracy, ie precisely where power is located within the main parties and, in particular, the scope and extent of the power afforded to individual members in determining party policy. Lower-level responses may simply echo the extract by focusing entirely on the issue of party ideology rather than addressing the question of how party policy is determined.

At the higher levels of response students should be able to demonstrate an explicit appreciation of how party policy is arrived at. This should include an awareness of the role of individual members, both at conference and during the course of the year – and of the party leadership. At the higher levels on AO1 students will be expected to demonstrate an awareness of the role played by individual bodies within each party, eg the role of the Labour Party's National Executive Committee. Such responses should also demonstrate an awareness of how the policy making process may have changed over time, eg the changes in Labour's policy making cycle under Blair and the increased emphasis on consultation under former Conservative leader William Hague. In this context students may also make reference to the extent to which party leaders shape party manifestos, ie the role taken by Conservative leader Michael Howard at the 2005 General Election or John Major's claim that the party's 1992 manifesto was 'all me'.

The statement focuses on the role of individual party members in shaping policy. At the higher levels of response this focus on the part played by ordinary members should be explicit. At the lower levels of response it is likely that students will instead spend time detailing the various processes without focusing such as individual members.

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 national policy forum, NEC, focus groups, manifesto, party conference, internal party democracy, etc.

**NB:** though it is anticipated that most students will focus more on the power of individual members over policy within the Labour Party and the Conservative Party, relevant and accurate references to the part played by individual LibDem members in shaping party policy, though not required, will be credited fully.

**Topic 4: Pressure Groups and Protest Movements**

Total for this topic: (40 marks)

10 Explain the term *outsider groups* used in the extract.

(5 marks)

Most students will be able to define outsider groups as those that do not have privileged access to ministers or senior civil servants and will therefore seek to achieve their goals by mobilising public opinion and exerting external pressure upon those in high office.

At the higher levels of response, students may provide a more developed outline of the insider/outsider typology advanced by writers such as Wyn Grant, eg by providing appropriate examples and/or by identifying different types of outsiders (potential insiders, outsiders by necessity, or ideological outsiders). Though references to insider groups will be credited where they help to explain the term identified in the question, lengthy discussion of such groups is not required here.

11 Using your own knowledge as well as the extract, consider the reasons why some UK pressure groups are able to achieve insider status, whilst others are not.

(10 marks)

It is likely that many students will choose to start with a brief outline of Wyn Grant's insider/outsider typology using their own knowledge, perhaps also incorporating some of the material provided in the extract. Such knowledge will be credited, where accurate, under AO1, even where it is not explicitly linked to the terms of the question.

The extract offers a good deal of detail on the way in which some insider groups can become part of long-standing 'policy communities' – and that 'pressure group representatives and public officials' within these communities 'agree on many of the main issues in their particular area of policy'. It is likely, therefore, that students will see the nature and scope of a group's aims as a key factor in enabling that group to achieve insider status. The extract also refers to the fact that those group employing 'noisier methods' and 'obstructive' tactics are less likely to be influential.

From their own knowledge students should introduce the idea of group specialism or expertise as a factor that is likely to affect group status. At the higher levels of response students may argue that some groups do not become insiders because they do not seek close contact with public officials (ie ideological outsiders) or that groups may relatively easily move from 'outsider' to 'insider' with a change in government or the prevailing public mood. Students may also note that in spite of the implied exclusivity of insider status, insiders in fact outnumber outsiders in a ratio of 8:1. In taking such a line students may also seek to draw a distinction between core insiders and those whose contact with those in office is less frequent or more sporadic.

Though it is acceptable for answers to vary in terms of balance (ie focusing on the advantages held by insider groups as opposed to the barriers facing outsider groups) – higher-level responses on AO2 are likely to make at least some reference to both sides of the argument. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary, eg core insider, legitimacy, direct action, corporatism, Whitehall, consultation, etc.

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12	'Pressure group action poses a threat to the form of representative democracy practised in Britain.' Discuss. <span style="float: right;">(25 marks)</span>
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This question demands an examination of the extent to which pressure groups in the UK can be considered anti-democratic. Though students who begin their answers with lengthy definitions or descriptions of democracy can be credited on AO1, where the material presented is accurate, they will only achieve the higher levels on AO2 where this introductory material is explicitly linked to the question set.

At the lower levels on AO1 and AO2 students are likely to simply offer generic lists of arguments for and against pressure groups, or set out the arguments in favour of the view that pressure groups threaten democracy without making any attempt to evaluate the arguments presented. Stronger responses will identify a number of arguments in favour of the view offered and then critically examine each one in turn. Answers at the higher levels will see students selecting appropriate examples from their own knowledge, both to support and to challenge the arguments presented.

Students have a wide range of arguments from which to choose when planning their response to this question. Some may take a more theoretical line, arguing that pressure group action is often narrowly focused, thus undermining the concept of joined-up government. Others may argue that the activities of small but well-resourced groups can undermine the unwritten contract between those elected to office and their constituents. This ability to understand the concept of representative democracy is likely to prove the key discriminator between higher-level and lower-level responses: with those at the lower levels simply arguing that pressure groups are 'good' or 'bad' – either in general terms or for 'democracy' – and those at the higher levels able to relate the discussion to the trustee model of representative democracy.

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 trustee model, mandate, constituent, representative democracy, joined-up government, pluralism/elitism, etc.

**ASSESSMENT OBJECTIVES GRID**

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