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**General Certificate of Education  
June 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>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>
<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.	<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.	<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.
<b>0 marks</b> No relevant response.	<b>0 marks</b> No relevant response.	<b>0 marks</b> No relevant response.

**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 relationship between them, producing an answer that deploys relevant knowledge and understanding to address the requirements of the question and that 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 relationship 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 relationship 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 explanation.</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 relationship 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 *by-election* as used in the extract.

(5 marks)

It is likely that most students will define the term as referring to any election held outside of the regular cycle in order to fill a seat left vacant as a result of the death, resignation or retirement of the incumbent. Whilst students at all levels of response may focus entirely on by-elections to the Westminster Parliament (perhaps referring directly to the material provided in the extract), it is likely that some students will make mention of by-elections to other elected posts, eg on local councils. At the higher levels of response, students will develop their explanation by demonstrating knowledge of by-elections beyond the extract and explaining the significance of such contests in the broader sense. Some students may focus instead on the reason why by-elections are needed under electoral systems such as FPTP but not under proportional list systems.

(02) Using your own knowledge as well as the extract, consider why voting behaviour at by-elections to the Westminster Parliament is often unpredictable.

(10 marks)

It is likely that many students will pick up on the first line in the extract as a way into this question. At the lower levels of response, students might simply paraphrase the point ('by-election results ... rarely provide an accurate indication of the outcome of the next [general election]'). At the higher levels of response, it is likely that students will seek to explain a number of factors that might help to explain this unpredictability.

The extract summarises results in the four by-elections held in England in 2011. Students at all levels of response are likely to note that whereas Labour lost the general election a year earlier, the party won all four by-elections with significant electoral swings against the Lib Dems or the Conservatives. Students may use this evidence to suggest that one reason why voting behaviour at by-elections is unpredictable is because people often use such contests as an opportunity to cast a protest vote against the party (or parties) in office at Westminster. At the higher levels of response, students may have evidence from their own knowledge which demonstrates the extent to which the party in government often struggles at by-elections. Such students may also explain the significance of other factors (eg tactical voting, differential turnout, media coverage, the appeal of specific candidates, local issues, etc) as a way of adding breadth to their answers. It is likely that some students will challenge the assumption inherent in the question by suggesting that voting behaviour in such contests, whilst different from that seen at general elections, is often very predictable, with low turnout, large swings and defeat for the governing party being the norm.

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 protest voting, tactical voting, (differential) turnout, issue voting, etc.

<p>(03) 'Stability, rather than volatility, now characterises voting behaviour at UK general elections.' Discuss. <span style="float: right;">(25 marks)</span></p>
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Many students are likely to see the reference to 'stability' and 'volatility' as an invitation to discuss the relative influence of longer-term (primacy) factors versus shorter-term (recency) factors in determining electoral outcomes. In this context, it is likely that most students will see recent elections as more volatile, arguing that they have been influenced more by issues and personality than the long-standing ties born of social class, family and upbringing (the sociological model).

At the lower levels of response, it is likely that students will produce generic responses on the theme of voting behaviour, without explicitly addressing the themes of stability and volatility. Higher-level responses are likely to take one of two forms.

Some students will seek to demonstrate the extent to which changes in the relative influence of the various determinants of voting behaviour have made elections inherently less stable. This may involve discussion of the decline in strong party identification seen in past decades and/or the rise of the so-called floating voter. Students may make mention of the rise of catch-all parties and suggest that voters will now find it far easier to switch support between general elections. They may also put a figure on the number of voters said to 'make up their minds' in the last week of the campaign or point to events in recent elections that were said to have had a short-term effect on voting intentions, eg the televised debates in 2010. In taking this line, students may even argue that apparent stability in terms of seats/votes won in fact disguises considerable volatility as a result of churn.

Other students will argue instead that voting in fact remains highly stable. They may cite the 2001 and 2005 elections, providing evidence relating to seats/votes won. Such responses may also make mention of the number of safe seats and the relatively small number of seats that change hands at each election (even in 2010 only 117 seats changed hands – with none changing hands in Scotland, compared to the 2005 results).

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 stability, volatility, swing, churn, primacy, recency, safe seat, party identification, etc.

NB: the question is focused on voting behaviour at UK general elections. Reference to voting behaviour in other contests (eg material repeated from Q01 or Q02 on by-elections) is unlikely to be relevant here.

**Topic 2: Electoral Systems**

Total for this topic: (40 marks)

(04) Explain the term *representation* as used in the passage.

(5 marks)

The majority of students will define the concept of representation as the way in which people's voices are heard within a democratic system. Students at all levels of response are likely to offer examples of some of the ways in which this goal might be achieved, eg through elections, through membership of political parties or involvement in pressure group activity. At the higher levels of response, it is likely that students will be able to identify different models of representation (eg trustee model or delegate model) and/or look at different forms of democracy (eg representative, direct) as a means of further developing their explanations of what representation is and how it is provided for.

(05) Using your own knowledge as well as the passage, explain why the First-Past-the-Post system has rarely resulted in coalition government at Westminster. (10 marks)

The extract refers to the way in which systems such as FPTP tend to deliver stable, single-party government and it is likely that students at all levels of response will make reference to this in their answers. The extract also offers one partial explanation as to why this may be (because 'plurality and majoritarian systems tend to favour larger, more established parties over those whose support is smaller or more evenly spread').

At the lower levels of response, it is likely that students will simply repeat these points without attempting to offer any explanation as to why this might be the case. Though such answers may offer limited evidence in support of those statements lifted from the extract (eg statistics showing votes/seats won by various parties at recent elections), analysis and evaluation will be superficial or absent. At the higher levels of response, students will seek to address the terms of the question more explicitly, by identifying reasons why this might be the case. Some students will focus on the winner-takes-all nature of the system and the extent to which this makes it difficult for smaller parties to achieve a 'breakthrough'. With two parties winning the lion's share of seats, it is obviously more likely that a single-party government will result. Others might develop this theme by focusing on the history of the two main parties and emphasising the importance of having a recognisable 'brand'. When focusing on the simple plurality nature of the system, students at the higher levels of response may point to the high levels of tactical voting within individual constituencies and the extent to which this militates against parties who *might* have a realistic chance of winning significant numbers of seats, if only voters thought that they *could* win. In this context, some students might refer to the relative fortunes of parties such as UKIP and the BNP in elections to the European Parliament and to the Westminster Parliament. Students are likely to identify a range of other factors and/or concepts as a way of adding breadth and depth to their analysis, eg the 'winner's bonus', geographical party strongholds, issues of party finance and the costs of campaigning, access to the media (eg party election broadcasts or televised debates). Some mention might also be made of the adversarial nature of British politics and the extent to which the two main parties once offered contrasting approaches and programmes.

In order to achieve the higher levels at AO1 and AO2, students will be expected to identify and offer developed explanations of at least two arguments relating to the question posed. Answers achieving the higher levels on AO3 will be clearly communicated, using appropriate political vocabulary, eg plurality system, winner-takes-all, winner's bonus, tactical voting, media access, party finance, etc.

(06) 'The UK would benefit greatly from the wider use of referendums.' Discuss. <span style="float: right;">(25 marks)</span>
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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 students will refer to Clement Attlee's oft-cited views on referendums (eg that they are devices 'alien to our traditions'); some may try to explain precisely what Attlee meant and why he took this view. Much of this can be credited on AO1, with the latter, more analytical point, worthy of greater credit on AO2.

It is likely that students will seek to identify and develop a number of arguments on each side of the debate surrounding whether or not referendums should be used more widely in the UK. Arguments in favour might include: the desirability of encouraging greater political participation (particularly in the light of low turnouts in general elections); the ability to focus or renew the mandate on a particular issue; the way in which such devices can be used to legitimise major constitutional changes. Arguments against may include: the fact that most issues are too complicated to be reduced to a simple yes/no question; that referendums undermine representative democracy; the fact that they can result in democratic overload or voter fatigue; that low turnouts undermine the legitimacy of results; the fact that governments tend to call referendums only where they want to avoid making a decision or where they feel confident that they will get the result that they are looking for.

Weaker responses on AO1 and AO2 may simply list numerous arguments for and against the wider use of referendums, without offering explanation of, or supporting examples of, any. Stronger responses on AO2 will develop two or more arguments on each side of the debate, explaining each point fully and offering appropriately drawn examples from the student's own knowledge (AO1). The phrases 'benefit greatly' and 'wider use' are likely to serve as effective discriminators. The former requires more than simply an assessment of whether referendums are 'good'. The latter raises the question of what precisely 'wider use' might mean, eg 'more frequent' or across a 'wider range of issues'. Students at the highest level of response are likely to address such themes more explicitly.

Students are expected to be able to demonstrate a good working knowledge of referendums that have taken place in the UK. Non-UK examples (eg those from Switzerland, Eire or various US states) are more likely to be credited where they are used to illustrate a point which cannot be effectively made through reference to UK examples alone.

Top-level responses on AO2 and AO3 are likely to be characterised by a more explicit focus on the question of whether or not the UK would in fact benefit from the wider use of referendums. In doing so, students may choose to enter into a discussion on those types of questions that might usefully be put to a public vote and what benefits such votes would bring to the UK. In this context, an awareness of the experience of referendums outside of the UK, though not required, will be more worthy of credit.

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 referendum, legitimacy, mandate, representative democracy, direct democracy, tyranny of the majority, voter fatigue, etc.

**Topic 3: Political Parties**

Total for this topic: (40 marks)

(07) Explain the term *Constituency Labour Parties* (CLPs) as used in the extract. (5 marks)

Students should demonstrate an understanding of the term by offering a clear and concise definition. At the lower levels of response, this definition may be little more than a literal reordering of the words provided, eg the 'Labour Party' in a 'constituency'. At the higher levels of response, it is likely that students will offer a more comprehensive definition, eg recognising that the CLP is the chief unit of the party's organisational structure within each British parliamentary constituency (with a Province-wide CLP in Northern Ireland), holding distinct roles and powers. Lower-level responses might offer little more than a simple definition. Higher-level responses will develop their explanation, most likely by looking at the structure of CLPs (eg Chair, Executive Committee, Branch Level Party) or the roles/powers of CLPs (eg selecting/de-selecting candidates for parliamentary elections, campaigning, fund-raising). Some students may make mention of the traditional radicalism of many CLPs or the roles of CLPs in the broader context of Labour Party organisation.

(08) Using your own knowledge as well as the extract, consider the extent to which the influence of individual grass-roots members within the Labour Party has diminished since the mid-1990s. (10 marks)

This question focuses on the theme of internal party democracy. It is likely that students at all levels of response will recognise this fact (either explicitly or implicitly) and frame their answers accordingly. Many students are also likely to offer a brief definition of democracy as a means of providing a benchmark against which to assess the Labour Party's organisation.

At the lower levels of response, students are likely to write in generalised terms, offering one or more unconnected and unsubstantiated points that are broadly relevant to the topic at hand, eg 'since Blair, the party leader has held total power'. At the higher levels of response, students are likely to address one or more of the following themes: how party policy is made; how parliamentary candidates are selected; how the party leader is chosen. There is no need for students to provide developed coverage of all three areas in order for them to access the top level on this mark scheme, though it is likely that top-level responses will demonstrate an awareness of more than one of these areas.

Within the broader discussion of these areas, it is likely that students will seek to demonstrate an understanding of the extent to which the distribution of power within the Labour Party has changed in recent years. In terms of candidate selection, for example, students may note the increased role of the party leadership and the NEC, eg in parachuting preferred candidates into safe seats over the heads of individual grass-roots members of the CLP. In policy making, there might be mention of the emergence of a two-year policy cycle involving the use of a National Policy Forum. When considering the selection of party leaders, students may criticise the Electoral College system or make mention of Gordon Brown's 'coronation' in 2007.

In order to achieve the higher levels at AO1 and AO2, students will be expected to offer developed discussion of the extent to which the influence of individual grass-roots members has indeed declined since the mid-1990s. Answers achieving the higher levels on AO3 will be clearly communicated, using appropriate political vocabulary, eg NEC, CLP, candidate (de)selection, Electoral College, National Policy Forum, Conference, policy commissions, etc.

(09) Evaluate the main roles and functions performed by political parties within the UK political system. (25 marks)

This question focuses on the roles and functions traditionally attributed to political parties within a liberal democracy. It is likely that students at all levels will be able to identify a number of such roles (eg representing the interests of their members, providing avenues for participation, electioneering, policy formation, political recruitment, governing), though many may only offer developed discussion of two or three roles – most likely those of representation and participation.

Parties are traditionally said to represent their members by aggregating and articulating their shared concerns and interests. Students at all levels are likely to be able to provide evidence of the way in which both Labour and the Conservatives were once mass membership organisations which represented the shared values, interests and aspirations of their respective memberships. Higher-level students may assess the extent to which this has ceased to be the case in the UK. They may demonstrate an awareness of falling party memberships (eg Conservative Party membership: 2.8 million in 1951; 1.5 million in 1975; and under 300 000 in 2007) and/or refer to the extent to which a narrowing of the ideological gap between the two major UK parties over the last decade has resulted in their being less responsive to the needs of their traditional core support. When exploring the theme of participation, students may choose to look at the avenues for participation open to ordinary party members (eg by addressing issues of internal party democracy).

Responses at the higher levels on AO1 and AO2 should at least make some mention of one or more of the other roles commonly attributed to political parties. If focusing on the role of electioneering, for example, students could make mention of the enhanced role played by the media and media manipulation ('spin') in the modern campaign: the rise of sophisticated internal party-polling; the use of focus groups; commercial marketing strategies (eg references to New Labour's operation at Millbank Tower). Discussion of political recruitment might look at the way in which parties serve the function of filtering and training-up candidates for elected office. Students may also touch on the roles performed by parties in Parliament or government – or argue that UK political parties are now little more than election-winning machines.

Some students may choose to afford their discussion greater depth by moving beyond the two main UK political parties in order to look at the roles and functions of the Liberal Democrats, smaller nationalist parties, ideological parties or single-issue parties. At the highest level of response, students may conclude that these smaller parties in effect perform different roles and functions than those carried out by the 'big two'.

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 representation, participation, electioneering, political recruitment, catch-all parties, internal party democracy, etc.

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

Total for this topic: (40 marks)

(10) Explain the term *sectional groups* used in the extract.

(5 marks)

Most students will be able to define sectional groups as those pressure groups that seek to protect the sectional interests of their members. Students may also note that such groups are often known as protectionist groups. Examples offered are likely to include the British Medical Association (BMA), the Confederation of British Industry (CBI) and trade unions. Students at all levels of response are likely to contrast such sectional groups with cause groups, perhaps mentioning the sectional group/cause group typology developed by J D Stewart and others. At the higher levels of response, students are likely to develop their explanation either by identifying some of the things that such groups have in common (eg limited and exclusive memberships) or by focusing on the kinds of things that such groups routinely campaign for (with supporting examples).

(11) Using your own knowledge as well as the extract, identify **and** explain **two** criticisms of the sectional group/cause group typology.

(10 marks)

It is likely that many students will choose to start with a brief definition and outline of the sectional group/cause group typology. The second paragraph in the extract outlines some of the criticisms traditionally levelled at the typology (that not all groups can be so easily classified and that it doesn't help us to understand how likely a group is to succeed) and it is likely that many students will take this material as a starting point.

At the lower levels of response, it is likely that students will do little more than describe the typology and lift the two briefly-stated criticisms from the extract. At the higher levels of response, students will look to develop their explanation of why this typology is criticised either by using their knowledge to flesh out those points provided, for example by making mention of the various sub-categories of cause groups (ie attitude cause groups, political cause groups and sectional cause groups), or to introduce material of their own (eg by showing how much some sectional groups and some cause groups share in common – the idea that there are more differences 'within' each category than 'between' them). Students may opt to contrast this typology with the insider/outsider classification developed by Wyn Grant and others. Such material can be credited where it is explicitly related back to the terms of the question posed.

Higher-level responses on AO1 and AO2 are likely to offer developed explanation of two distinct criticisms of the sectional group/cause group typology. Answers achieving the higher levels on AO3 will be clearly communicated, using appropriate political vocabulary, eg sectional group, cause group, attitude cause group, political cause group, sectional cause group, promotional and protectionist groups, exclusive and inclusive memberships, etc.

NB: this question focuses on criticisms of the **typology** identified. Students will **not** be credited for identifying and explaining strengths of the typology or offering criticisms of sectional or cause groups, ie 'sectional groups are bad because ...', 'direct action cause groups are dangerous because ...'.

(12) Evaluate the factors that can result in some pressure groups being more successful than others.  
(25 marks)

This question demands a relative assessment of the various factors that determine pressure group success. Lower-level responses may take the form of one or more mini case-studies of pressure group campaigns which are presented in a narrative as opposed to an analytical style, eg lengthy description of the protests against increases in university top-up fees or the construction of the Newbury Bypass. Responses that are overly theoretical, lacking the necessary factual support, are equally unlikely to achieve the higher levels on AO1 or AO2.

Stronger responses will identify two or more variables that can affect a group's prospects and evaluate each one in turn. Relevant factors may include: group aims; the prevailing political climate; group methodology; group status (insider/outsider); and group resources (human/material/financial).

Higher-level responses will combine a theoretical discussion of a number of factors supported with appropriate examples drawn from the students' own knowledge. For example, the importance of 'group aims' when taken alongside 'the prevailing political climate' could be illustrated through the example of the ease with which the Snowdrop Petition was able to secure widespread support for a ban on handguns in the wake of the 1996 Dunblane Massacre. Whilst students need not deal with each factor identified in the same depth, those at the higher levels of response are likely to offer developed discussion of at least two factors.

At the top level of response on AO2, students will make connections between some or all of the factors they have identified, eg by demonstrating an explicit understanding that a group's status (insider/outsider) may have a bearing on its methods (and vice versa).

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 insider groups and outsider groups, direct action, lobbying, mass media, group resources, 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>