

A-LEVEL

# Government and Politics

GOVP1 – People, Politics and Participation  
Mark scheme

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June 2015

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Version 0.3: Post-Standardisation

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

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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## 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<br/>(5 marks)</b><br/>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<br/>(4 marks)</b><br/>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<br/>(2–3 marks)</b><br/>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<br/>(1 mark)</b><br/>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><br/>No relevant response.</p>   |

## AS GOVERNMENT AND POLITICS

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

| Knowledge and Understanding:<br>Recall, Select & Deploy  | Skills:<br>Analysis &<br>Evaluation   | Communication   |
|--|---|---|
| AO1  | AO2   | AO3   |
| <p><b>Level 4<br/>(4 marks)</b><br/>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<br/>(4 marks)</b><br/>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<br/>(2 marks)</b><br/>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<br/>(3 marks)</b><br/>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<br/>(3 marks)</b><br/>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<br/>(2 marks)</b><br/>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<br/>(2 marks)</b><br/>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<br/>(1 mark)</b><br/>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><br>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><br>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><br>A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit. |
| <b>0 marks</b><br>No relevant response.  | <b>0 marks</b><br>No relevant response.   | <b>0 marks</b><br>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><br/>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><br/>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><br/>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><br/>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><br/>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><br/>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><br/>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><br/>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><br/>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><br/>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><br/>No relevant response.</p>   | <p><b>0 marks</b><br/>No relevant response.</p>  | <p><b>0 marks</b><br/>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 'mass media' used in the extract (line 8).**[5 marks]**

Students at all levels of response are likely to define mass media with reference to mainstream television channels and mass circulation national daily newspapers. Some may broaden this definition to include radio and 'new media' such as the internet. The extract refers to the way in which the mass media's coverage of certain elections can 'have the effect of stimulating turnout' - whilst also making reference to the potential impact of the publication of polling data. It is likely that students will make reference to this and comment on the extent to which the media might have particular influence in marginal constituencies.

At the higher levels of response students may use their own knowledge to develop their answers by referring to media coverage of specific named election campaigns. Reference may also be made to the way in which coverage in the media (including the publication of poll results - as mentioned above) might inform those planning to vote tactically. Mention may be made of the televised leader debates or aspects of media theory (eg reinforcement theory). Other students may choose to consider the role of the mass media more generally eg in the context of 'agenda setting' or as a means by which pressure groups might seek to raise awareness of their chosen cause or interest.

AO1 = 5 marks

AO2 = 0 marks

AO3 = 0 marks

**(02)** Using your own knowledge as well as the extract, identify **and** explain **two** reasons for the low levels of turnout seen at some UK elections.**[10 marks]**

It is likely that students at all levels of response will be able to identify factors that might help to explain low turnout.

At the lower levels of response students are likely to write in more general terms about reasons for low turnout, perhaps referring to the historically low turnout seen at UK general elections between 2001 and 2015: passing reference may also be made to the twin themes of political apathy and an apparent 'participation crisis'.

At the higher levels of response on AO1 and AO2 it is likely that students will address the precise terms of the question posed more directly ie considering why turnout at some elections may be lower than that seen at others. The extract refers to turnout being higher in respect of elections to those institutions which voters value. It is likely, therefore, that some students will look to show how elections to those institutions which voters do not value in the same way (eg some tiers of local government) might be more modest - with those at the highest level of response providing evidence in support. The extract also makes mention of the extent to which turnout is often higher in marginal seats (ie where 'every vote might matter') - particularly where they are the subject of intense media coverage.

Students may choose to identify factors from their own knowledge in addition to or in preference to some of those suggested in the extract eg the rise of other forms of political participation (such as pressure group activity), a lack of clear choice between the two main parties, 'apathy' etc.

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 hapathy, differential turnout, disengagement).

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

**(03)** 'Social class remains the main determinant of voting behaviour in the UK.' Discuss.

**[25 marks]**

Responses at all levels are likely to make some reference to the established link between social class and voting. Some answers may focus almost entirely on class, barely touching on other influences on voting behaviour, whilst others may produce a more generic response on voting behaviour that fails to meet the precise demands of the question posed. Higher level responses on AO1 and AO2 will be characterised by the way in which the candidate is able both to address the influence of class and put it into its proper context alongside other influences.

It is likely that the analysis of the influence of class will be rooted in the 1960s. Students may make reference to the oft-cited Pulzer quote ('class is the basis of British party politics all else is embellishment and detail') as way of setting up the debate, before considering the ways in which factors such as changes in the class system, the labour market, parties themselves and the broader nature of society can be said to have undermined the link between class and voting. Conversely, students may choose to argue that a clear correlation between class and voting remains, despite such developments.

Students will be expected to develop such arguments by deploying specific examples and ideas drawn from their own knowledge (AO1). Some may make use of voting statistics. Others may refer to the work of Ivor Crewe and others regarding the decline of the 'old working class' and the rise of a 'new working class'. There might also be mention of the way in which the Labour Party's traditional links with the unions and socialist societies made a close connection between class and party allegiance inevitable.

In order to achieve the higher levels on AO2 students will need to address the terms of the question more explicitly. Specifically, they will need to demonstrate an awareness that deciding whether or not social class is 'the main determinant' of voting behaviour will necessitate a consideration of other factors. The best answers will therefore offer a developed analysis of a range of primacy factors (eg social class, party identification, gender, age etc) and short-term factors (eg issues, manifesto pledges, personalities etc,) ie, placing class into its proper context alongside these other variables. At the very highest level, students are likely to be aware that many of these factors are inextricably linked. They may also make reference to different theoretical models of voting behaviour.

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 alignment and dealignment, embourgeoisement, working class Tories, C2 voters, issue-voting, retrospective and prospective voting etc.

AO1 = 11 marks

AO2 = 8 marks

AO3 = 6 marks

**Topic 2: Electoral Systems**

Total for this topic: (40 marks)

**(04)** Explain the term 'party list' as used in the extract (line 4).**[5 marks]**

The extract focuses on the use of AMS in elections to the Scottish Parliament, so it is in this context that students should be explaining the meaning of the term 'party list'. It is likely that students at all but the lowest level of response will demonstrate an awareness that some of the seats in the Scottish Parliament are awarded under a regional list system. There is also likely to be a broad awareness of the way in which such list systems operate. In this context, reference may be made to issues of proportionality or to the party-based nature of such systems. Whilst there is no requirement for students to be aware of the working of the d'Hondt system, those at the highest level of response are likely to be aware that the AMS system used in Scotland awards list seats as a 'top-up' (as mentioned in the extract) ie taking into consideration any seats already won by parties in the constituency contests. Those discussing list systems more generally may mention 'closed' v 'open lists' and/or the use of 'thresholds'.

AO1 = 5 marks

AO2 = 0 marks

AO3 = 0 marks

**(05)** Using your own knowledge as well as the extract, identify **and** explain **two** likely outcomes of adopting AMS in elections to the Westminster Parliament.**[10 marks]**

It is likely that responses at all levels will include an outline of the way in which AMS works. Such knowledge should be credited, where accurate, under AO1 (where not simply copying out the material provided in the extract verbatim). As in Q04, students will not be expected to explain the workings of the d'Hondt formula, though such knowledge should be credited where introduced.

Comments relating to the likely consequences of the introduction of AMS in UK General Elections can be credited on AO1 and AO2. Some students may discuss the likelihood of smaller parties being better represented under AMS. Such an analysis may be based upon actual experience in Scotland eg the Greens (from the extract) or the Scottish Socialists (from knowledge of earlier elections to the Scottish Parliament). Alternatively, students may wish to focus on the likely consequences in UK general elections (eg improved prospects for parties such as UKIP, the Greens and the BNP – depending on the specifics of the system introduced). Other responses may refer to the enhanced likelihood of coalition government eg references to Labour-LibDem coalition in power in Scotland (1999-2007). Some students will choose to focus entirely on the question of 'fairness'. Some will consider the way in which AMS would produce two types of MPs: constituency-based MPs - as at present (albeit in smaller numbers); and Additional Members in the regions. Others may identify a more comprehensive set of criteria as a means of affording their answers a clearer analytical structure eg adopting Lord Jenkins's use of measures such as the likelihood of greater proportionality, stable government, better voter choice, and a clear MP-constituency link.

References to theoretical models of how AMS might affect the outcome of UK General Elections (eg academic research conducted in the wake of the 1997 General Election and more recent

projections by the Electoral Reform Society) should be credited, though they have been somewhat overtaken by the actual experience in Scotland, in Wales, and in elections to the Greater London Assembly.

In order to achieve the higher levels at AO1 and AO2 students will be expected to address two or more likely outcomes of adopting AMS in UK general elections. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary (eg coalition, minority government, top-up etc).

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

**(06)** 'The UK is no longer a representative democracy.' Discuss.

**[25 marks]**

It is likely that students at all levels of response will seek to define the term representative democracy as a means of introducing their discussion. Such definitions may well take the form of an outline of the Burkean or 'Trustee Model' of democracy, where citizens elect a representative to work on their behalf but effectively place their faith in the judgement of those individuals elected, rather than holding them more directly accountable as under the delegate model (Edmund Burke, 'Your representative owes you not his industry only but his judgement, and he betrays you if he sacrifices it to your opinion'). Such discussion might well be linked to the concept of the mandate.

Definitions aside, it is likely that students writing at the lower levels of response will simply accept the proposition set out in the title, arguing that the wider use of referendums means that the UK is now a direct democracy. Answers at the higher levels of response are likely to take one of two forms. Some might identify a range of democratic models (consensual democracy, consultative or participatory democracy, pluralist democracy, majoritarian democracy) before assessing the extent to which one or more of these models might represent a 'better fit' for the UK system. Other students may choose to focus on those factors that could be said to have undermined the UK's representative model - rather than focusing entirely on other models. In this context, students might make mention of the rise of disciplined parliamentary parties since the mid-nineteenth century, the growth of pressure group activities and other less formal forms of political participation, the inequities of the electoral system and what this may mean for the mandate, the unrepresentative nature of parliament, ideological convergence/lack of choice, the increased use of referendums etc.

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, delegate model, direct democracy, participatory democracy etc.

AO1 = 11 marks

AO2 = 8 marks

AO3 = 6 marks

**Topic 3: Political Parties**

Total for this topic: (40 marks)

**(07)** Explain the term 'de-selection' as used in the extract (line 2).**[5 marks]**

Students at all levels of response are likely to define de-selection as a process by which those individuals who have previously been selected as prospective parliamentary candidates may be removed and replaced as a party's official candidate for the next election - even where they are the sitting MP - whether at the hands of the constituency level association or at the behest of the national party. At Levels 3 and 4 students are likely to offer examples from their own knowledge as a means of developing their explanations eg Labour's de-selection of a number of MPs who were members of the banned Militant Tendency in 1986 (Dave Nellist and Terry Fields), Labour's parachuting-in of the former Conservative MP Shaun Woodward into the safe seat of St Helens South in place of the candidate favoured by the constituency party - or the removal of a number of sitting MPs as candidates ahead of the 2010 General Election in the wake of the expenses scandal.

AO1 = 5 marks

AO2 = 0 marks

AO3 = 0 marks

**(08)** Using your own knowledge as well as the extract, identify **and** explain **two** criticisms of the process by which the main UK parties select candidates for election to the Westminster Parliament.**[10 marks]**

The extract identifies the task of selecting parliamentary candidates as one of the most significant acts performed by local party associations and it is likely that students at all levels of response will make reference to this point.

At the lower levels of response students may simply lift points verbatim from the extract without analysis or evaluation. For example, they might state that 'the process of candidate selection has increasingly been influenced by the central party machines', without offering evidence in support or evaluating the point made.

At the higher levels of response on AO1 and AO2 it is likely that students will use their own knowledge either to develop the material offered in the extract or instead offer additional arguments. Examples of candidate selection (perhaps also deselection and the imposition of candidates upon constituencies) are likely to be in evidence. Mention may well be made of approved lists, the process of shortlisting, the use of all-women shortlists and A-lists, and the wider use of constituency hustings and - on occasion - primary elections.

In order to achieve the higher levels at AO1 and AO2 students will be expected to identify and offer developed analysis of two distinct criticisms. Answers achieving the higher levels on AO3 will be clearly communicated using appropriate political vocabulary eg approved lists, constituency association, CLP, all-women shortlists, primary election etc.

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks



**(09)** Evaluate the view that UK political parties are becoming increasingly ideological. **[25 marks]**

It is often said that the emergence of New Labour in the mid-1990s marked the start of a period of ideological convergence in mainstream UK party politics; perhaps even representing an 'end of ideology'. The proposition in the title is that things are now moving in the opposite direction, with UK political parties becoming more ideologically coherent and distinct.

At the lower levels of response it is likely that students will offer a generic and perhaps narrative overview of the supposed decline in party ideology. Such an approach is likely to make reference to the rise of New Labour and, perhaps, the re-working of the other two main UK parties (the Conservatives under David Cameron and the Liberal Democrats under the leadership of Nick Clegg). Such answers are likely to focus largely or entirely on these parties and there may be little explicit consideration of whether or not this process of ideological convergence has indeed been reversed, as suggested in the title.

At the higher levels of response there is likely to be a more overt attempt to address the precise terms of the question posed. Such discussion may see students considering each party in turn (assessing its ideological credentials) or an overview of different areas of policy (eg economic policy, foreign policy etc) with an attempt to consider the extent to which the parties take different positions in each area.

The question posed is not framed in a way that need necessarily limit discussion to the three main UK parties alone. As a result, those answering at the higher levels of response may well make reference to the rise of more ideological parties at the margins of UK politics (eg the Green Party, UKIP, the BNP), irrespective of any judgements that they may make regarding the ideological credentials of the big three.

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, New Labour, monetarism/Keynesianism, New Tories, Red Tories etc.

AO1 = 11 marks

AO2 = 8 marks

AO3 = 6 marks

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

Total for this topic: (40 marks)

**(10)** Explain the term 'civil disobedience' used in the extract (line 7)6.**[5 marks]**

Students writing at all levels of response are likely to seek to define the term in question. At the lower levels of response it is likely that civil disobedience will be defined simply as direct action. At the higher levels of response students are likely to offer a definition that identifies some of the features that characterise civil disobedience eg the act of refusing certain orders or instructions given by the state, without normally resorting to physical violence. Such responses might link civil disobedience to the concept of non-violence and refer to historical examples of such forms of protest as a means of developing their explanations eg Mahatma Gandhi or Martin Luther King Jr., the activities of the Suffragettes or those burning their draft cards in protest at US military action in Vietnam in the 1960s. The extract makes the link between civil disobedience and some forms of direct action so it is likely that some students may look to develop this theme in some way.

AO1 = 5 marks

AO2 = 0 marks

AO3 = 0 mark

**(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 students will choose to start either with an attempt to define the term direct action and/or offer an outline of what they see as the essential features of UK democracy.

The extract provides a number of examples of direct action involving groups such as Greenpeace and the fuel protestors. It is therefore likely that students 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, students will need to provide a clear focus on the ways in which such activities could be seen to undermine UK democracy. In this context it is likely that many students 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, students 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 students 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. Students at all levels are likely to recognise that such groups often represent minority interests (ie private interests v. public 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 a '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.

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

**(12)** 'Although the pluralist model of democracy suggests that all groups are equal, some are more equal than others.' Discuss.

**[25 marks]**

The quotation in the title introduces the concept of pluralism and it is therefore likely that students at all levels of response may make some attempt to define and/or explain the meaning of this term.

At the lower levels of response it is likely that students may offer a more generic response on the theme of 'factors affecting pressure group success' rather than focusing on the precise terms of the question posed. In that context there might be a good deal of undeveloped or generalised discussion relating to group aims, methods, resources and methods. Other answers at the lower levels of response may take the form of generic arguments 'for' and 'against' pressure groups (ie whether pressure groups are 'good' or 'bad' for democracy).

Answers at the higher levels of response are likely to be characterised by a more explicit attempt to engage with the concept of pluralism from the outset. This may well include a more developed definition than that seen at the lower levels of response (perhaps referring to access points, open competition between groups across a diverse range of interests, the inability of any single group to exclude other groups from the process etc). Those at the highest level of response may even question whether pluralism does in fact suggest that 'all groups are equal' (suggesting instead that it only provides for equal access). Such evaluation may lead to a discussion of how the relative merits of a group's cause, its support or its material resources might affect its ability to shape the political agenda. Similarly, students at Levels 3 and 4 on AO1 and AO2 may well question the extent to which groups do indeed have equal access - perhaps leading to a discussion of Wyn Grant's insider-outsider typology. Such discussion may also feed into a discussion of elites and, perhaps, elite theorists such as C Wright-Mills.

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 pluralism, access points, elite theory, group status (insider/outsider) etc.

AO1 = 11 marks

AO2 = 8 marks

AO3 = 6 marks

**ASSESSMENT OBJECTIVES GRID**

| <b>AS<br/>Assessment<br/>Objective</b> | <b>Marks allocated<br/>by Assessment<br/>Objective<br/>5-mark<br/>question</b> | <b>Marks allocated<br/>by Assessment<br/>Objective<br/>10-mark<br/>question</b> | <b>Marks allocated<br/>by Assessment<br/>Objective<br/>25-mark<br/>question</b> | <b>Total Marks by<br/>Assessment<br/>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>  |