

GCE AS

**Government
and Politics**

Summer 2008

Mark Schemes

Issued: October 2008

MARK SCHEMES (2008)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

CONTENTS

Module 1: The Government and Politics of Northern Ireland

Module 2: The Inter-relationships of the United Kingdom Executive, Legislature and Judiciary 5

Module 3: Political Behaviour 13



Rewarding Learning

**ADVANCED SUBSIDIARY
General Certificate of Education
2008**

Government and Politics

Assessment Unit AS 1

assessing

**Module 1: The Government and
Politics of Northern Ireland**

[ASQ11]

THURSDAY 29 MAY, AFTERNOON

**MARK
SCHEME**

1 Background

The functions of MLAs, specified in the Good Friday Agreement, were very similar to those of elected representatives in other political systems. MLAs clearly had an important representative role in meeting the needs of those who elected them. MLAs could carry out this role both inside and outside the Assembly, employing many of the same methods as British MPs. A second function of the Assembly was to legislate, both in terms of the scrutiny of Executive legislation and the initiation of Bills. The power of Assembly Committees to initiate legislation was one that differentiated the Assembly from the UK Parliament. With no formal opposition to the Executive, the Assembly had a crucial role in scrutinising the Executive. The means of doing this were Question Time, debates and statutory committees. As MLAs were recruited as Executive ministers the Assembly also had a recruitment function.

Weaker responses will tend to depend very heavily upon the Source and have a basic understanding of the functions of MLAs with a focus on the scrutiny function. Stronger responses will go beyond the source and will have a broader knowledge of the functions of MLAs. A comprehensive list of functions is not required to access Level 5.

If the candidate makes no reference to the source the maximum they can achieve is a **Level 4**.

If there is no reference to evidence the maximum a candidate can achieve is a **Level 4**.

An answer totally dependent on the source can achieve a maximum of **Level 3**.

Level 1 ([1]–[2])

The candidate demonstrates very little knowledge and understanding of the functions of MLAs and the response indicates that the candidate has little or no understanding of the point of the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence and fails to address the question (AO1). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of QWC and the structure and the presentation of ideas (AO3).

Level 2 ([3]–[4])

The candidate demonstrates outline knowledge and understanding of the functions of MLAs and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. There is little relevant evidence (AO1). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

Level 3 ([5]–[6])

The candidate demonstrates limited knowledge and understanding of the functions of MLAs but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 4 ([7]–[8])

The candidate demonstrates general knowledge and understanding of the functions of MLAs. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 5 ([9]–[10])

The candidate demonstrates sound knowledge and understanding of the functions of MLAs. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

[10]

10

2 Background

The history of the DUP since the signing of the Good Friday Agreement has been one of almost unbroken success. From being very much the second party of unionism, the party has now eclipsed the UUP in terms of electoral support, Assembly representation and position in the Executive. How can this remarkable growth be explained? There is little question that the strategy adopted by the DUP in relation to the GFA was very successful and tapped into the growing unpopularity of the GFA with unionist voters. When the Party changed its approach from one of outright opposition this too won it support from unionists, culminating in its achievement of the St Andrews' Agreement. The DUP has also been able to maintain remarkable party unity and this strength has also gained it votes. The DUP's unity was in stark contrast to the UUP internal divisions and defections. The contrast between the leaderships of the two parties is also seen by many as working in the favour of the DUP.

Weaker answers will tend to rely heavily upon the source and will demonstrate basic knowledge and understanding. Stronger answers will make use of the source but will also go beyond it, putting the growth in support for the DUP in a broader context.

If the candidate makes no reference to the source the maximum they can achieve is a **Level 4**.

If there is no reference to evidence the maximum a candidate can achieve is a **Level 4**.

An answer totally dependent on the source can achieve a maximum of **Level 3**.

Level 1 ([1]–[2])

The candidate demonstrates very little knowledge and understanding of the reasons for the growth in DUP support and the response indicates that the candidate has little or no understanding of the point of the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence and fails to address the question (AO1). An argument, if present, is irrelevant, poorly constructed and/or unbalanced (AO2). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of QWC and the structure and the presentation of ideas (AO3).

Level 2 ([3]–[5])

The candidate demonstrates outline knowledge and understanding of the reasons for the growth in DUP support and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). An answer is constructed which makes reference to some relevant arguments and which does have a degree of balance (AO2). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

Level 3 ([6]–[8])

The candidate demonstrates limited knowledge and understanding of the reasons for the growth in DUP support but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, does address the question and has some balance (AO2). The candidate’s level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 4 ([9]–[11])

The candidate demonstrates general knowledge and understanding of the reasons for the growth in DUP support. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes reference to relevant arguments, addresses the question and is balanced (AO2). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 5 ([12]–[14])

The candidate demonstrates sound knowledge and understanding of the reasons for the growth in DUP support. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to a range of relevant arguments in a focused and balanced response (AO2). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

[14]

14

Total

24



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2008**

Government and Politics

Assessment Unit AS 2

assessing

**Module 2: The Inter-relationships of the United
Kingdom Executive, Legislature and Judiciary**

[ASQ21]

THURSDAY 29 MAY, AFTERNOON

MARK SCHEME

- 1 [3] for identification (AO1) and up to [2] for accurate explanation of each of three ways in which MPs can carry out their representative function (AO2). [9]

Either

2 (a) **Background**

Standing Committees have been the subject of much criticism. The function of Standing Committees is to take the Committee stage of a Bill and to carry out detailed scrutiny of it. This is the theory but, in reality, Committees fall far short. The government controls what happens in Standing Committees because composition reflects that of the Commons. Government whips take a keen interest in what happens in Committees and instruct backbenchers how to vote. The Committee stage takes place after the principles of a Bill have been agreed at Second Reading so Standing Committees are restricted in what they can do to a Bill. The Committees are temporary, are subject to the guillotine and the government can ignore their amendments.

Weaker answers will tend to have a limited understanding of what Standing Committees do and will present a limited account of the criticisms made of them. Stronger answers will identify the key criticisms levelled at Standing Committees.

An answer that contains only one criticism can achieve a maximum of **Level 3**.

An answer that contains no evidence can achieve a maximum of **Level 4**.

Level 1 ([1]–[2])

The candidate demonstrates very little knowledge and understanding of the criticisms made of Standing Committees and the response indicates that the candidate has little or no understanding of the point of the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence and fails to address the question (AO1). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of QWC and the structure and the presentation of ideas (AO3).

Level 2 ([3]–[4])

The candidate demonstrates outline knowledge and understanding of the criticisms made of Standing Committees and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. There is little relevant evidence (AO1). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

Level 3 ([5]–[6])

The candidate demonstrates limited knowledge and understanding of the criticisms made of Standing Committees but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material

along with more general material. Limited relevant evidence is presented (AO1). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 4 ([7]–[8])

The candidate demonstrates general knowledge and understanding of the criticisms made of Standing Committees. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 5 ([9]–[10])

The candidate demonstrates sound knowledge and understanding of the criticisms made of Standing Committees. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3). [10]

Or

(b) Background

The House of Lords performs many of the same functions as the House of Commons. It has a legislative role, revising legislation passed to it from the Commons but also initiating Bills, usually of a non-controversial nature. The Lords also performs a scrutiny role, a role that, in the view of some, it performs more effectively than the Commons. The Lords also has a legitimisation function as no Bill can become law without its approval. Some members of the government are drawn from the Lords so the House also serves a recruitment function. Finally, the Lords, through the Law Lords, has a judicial function that the Commons does not have.

Weaker responses will tend to have a limited understanding of the functions of the Lords or will only identify one or two functions. Better answers will have a clear understanding of the Lords functions.

An answer that contains only one function can achieve a maximum of **Level 3**.

An answer that contains no evidence can achieve a maximum of **Level 4**.

Level 1 ([1]–[2])

The candidate demonstrates very little knowledge and understanding of the functions of the House of Lords and the response indicates that the candidate has little or no understanding of the point of the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence and fails to address the question (AO1). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of QWC and the structure and the presentation of ideas (AO3).

Level 2 ([3]–[4])

The candidate demonstrates outline knowledge and understanding of the functions of the House of Lords and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. There is little relevant evidence (AO1). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

Level 3 ([5]–[6])

The candidate demonstrates limited knowledge and understanding of the functions of the House of Lords but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 4 ([7]–[8])

The candidate demonstrates general knowledge and understanding of the functions of the House of Lords. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 5 ([9]–[10])

The candidate demonstrates sound knowledge and understanding of the functions of the House of Lords. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3). [10]

10

Either**3 (a) Background**

The extent to which the executive now dominates the British political system is one of the major debates in contemporary British politics. In theory, Parliament is sovereign, but this has not been the reality for a long time. The question now is one of whether Parliament has any remaining legislative power at all or is completely subservient to the executive. Weaker answers will tend to have little or no understanding of the issue raised by the question and/or will be one-sided in their approach. Limited answers will have more grasp of what the issue is but will be restricted in knowledge and understanding and this will be reflected in a restricted discussion and/or limited evidence. The stronger answers will have more detailed knowledge and understanding of both arguments and evidence. Candidates may refer to the fact that the vast majority of legislation originates from the executive; that

the government is rarely defeated on legislation; that the process of legislative scrutiny is inadequate; that government backbenchers are under the tight control of their party. On the other side of the debate candidates may refer to the limited number of legislative defeats for governments; the significance of backbench rebellions; the government's willingness to make concessions to avoid legislative defeats; the significance of the government's majority.

An answer that contains no evidence can achieve a maximum of **Level 4**.

An answer that has no balance and is totally one-sided can achieve a maximum of **Level 4**.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of the Commons' influence upon executive legislation and the response indicates that the candidate has little or no understanding of the point of the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence and fails to address the question (AO1). An argument, if present, is irrelevant, poorly constructed and/or unbalanced (AO2). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of QWC and the structure and the presentation of ideas (AO3).

Level 2 ([4]–[6])

The candidate demonstrates outline knowledge and understanding of the Commons' influence upon executive legislation and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). An answer is constructed which makes reference to some relevant arguments and which does have a degree of balance (AO2). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

Level 3 ([7]–[9])

The candidate demonstrates limited knowledge and understanding of the Commons' influence upon executive legislation but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, does address the question and has some balance (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 4 ([10]–[12])

The candidate demonstrates general knowledge and understanding of the Commons' influence upon executive legislation. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant

evidence (AO1). An answer is constructed which makes reference to relevant arguments, addresses the question and is balanced (AO2). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 5 ([13]–[16])

The candidate demonstrates sound knowledge and understanding of the Commons influence upon executive legislation. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to a range of relevant arguments in a focused and balanced response (AO2). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3). [16]

Or

(b) Background

The question takes a critical view of the political role of the judiciary and it is this that most candidates will begin with. The “unelected” and “unrepresentative” nature of the judiciary should both be addressed and explained. Candidates should also understand what the political role of the judiciary involves, with reference to judicial review and judicial inquiries. The central question that candidates should address is whether unelected, unaccountable and unrepresentative judges should be able to challenge the actions of a democratically elected and accountable executive. A balanced view on this question would be that the judiciary in a democratic society has a key role to play in acting as a check upon the executive.

Weaker answers will have limited knowledge of the judiciary’s political role and of the debate about the judiciary’s capacity to perform this role. Better answers will directly address the issue of whether an unelected and unrepresentative judiciary should be able to challenge the executive.

An answer that contains no evidence can achieve a maximum of **Level 4**.

An answer that has no balance and is totally one-sided can achieve a maximum of **Level 4**.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of the judiciary’s political role and the response indicates that the candidate has little or no understanding of the point of the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence and fails to address the question (AO1). An argument, if present, is irrelevant, poorly constructed and/or unbalanced (AO2). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of QWC and the structure and the presentation of ideas (AO3).

Level 2 ([4]–[6])

The candidate demonstrates outline knowledge and understanding of the judiciary’s political role and there are major gaps in this knowledge and

understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). An answer is constructed which makes reference to some relevant arguments and which does have a degree of balance (AO2). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

Level 3 ([7]–[9])

The candidate demonstrates limited knowledge and understanding of the judiciary’s political role and of the debate about whether it should have such a role but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, does address the question and has some balance (AO2). The candidate’s level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 4 ([10]–[12])

The candidate demonstrates general knowledge and understanding of the judiciary’s political role and of the debate about whether it should have such a role. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes reference to relevant arguments, addresses the question and is balanced (AO2). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 5 ([13]–[16])

The candidate demonstrates sound knowledge and understanding of the judiciary’s political role and of the debate about whether it should have such a role. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to a range of relevant arguments in a focused and balanced response (AO2). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

[16]

16

Total

35



Rewarding Learning

**ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2008**

Government and Politics

Assessment Unit AS 3

assessing

Module 3: Political Behaviour

[ASQ31]

WEDNESDAY 18 JUNE, MORNING

MARK SCHEME

In responses to all four questions in this module, the following apply:

- In part **(a)** an answer that has no supporting evidence or illustrations can score a maximum of **Level 3**.
- In part **(b)** a totally one-sided response can score up to a maximum of top **Level 4**.
- In part **(b)** an answer that has no supporting evidence or illustrations can score a maximum of **Level 4**.
- In both parts, an answer that refers to only one political system can score a maximum of **Level 4**.

1 (a) Background

The term political culture is used to describe the norms, values, beliefs, customs and traditions of a particular society in relation to the political system. The political culture has a very direct and powerful effect upon the nature of politics and government in all political systems. Political cultures are not static and are in a constant state of evolution. However, sometimes cultures change rapidly in response to a major crisis or event. It is widely recognised that wars have a major impact upon political cultures, often sweeping away the attitudes of deference and respect for traditional authority that have supported regimes. Civil conflicts also have a profound effect upon values as was the case in Ireland in the years after the Civil War. Invasions and occupations are another source of change in the political culture: the full effects of the US/UK invasion of Iraq have yet to be fully realised. Economic crises can also be very significant in altering the culture, for example, the effect of the Great Depression upon attitudes in the US.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of the factors that can cause a political culture to change and the response indicates that the candidate has little or no understanding of the point of the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence and fails to address the question (AO1). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of QWC and the structure and the presentation of ideas (AO3).

Level 2 ([4]–[6])

The candidate demonstrates outline knowledge and understanding of the factors that can cause a political culture to change and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

Level 3 ([7]–[10])

The candidate demonstrates limited knowledge and understanding of the factors that can cause a political culture to change but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 4 ([11]–[14])

The candidate demonstrates general knowledge and understanding of the factors that can cause a political culture to change. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 5 ([15]–[18])

The candidate demonstrates sound knowledge and understanding of the factors that can cause a political culture to change. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3). [18]

(b) Background

During the individual's life they are subjected to many agents of political socialisation and debate has often revolved around which of these agents is most powerful. As part of this debate there has been considerable discussion of whether it is the agents to which the individual is subject early in life that matter most. The alternative view is that it is the agents that people experience in later life that are more powerful in shaping values and beliefs. This debate has been expressed in the Primacy versus Recency argument. Those who support the primacy view see agents such as the family and religion as having the most profound effect with later agents having less impact. Recency supporters point to agents such as the mass media having tremendous power to shape political values and beliefs, especially in circumstances of the breakdown in family life and increasing secularisation. Weaker answers will tend to be a list of agents of political socialisation with no focus upon the question. Stronger answers will seek to address the issue of whether it is the earliest influences that are most profound.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of the debate about the impact of agents of political socialisation and the response indicates that the candidate has little or no understanding of the point of the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence and fails to address the question (AO1). An argument, if present, is irrelevant, poorly constructed and/or unbalanced (AO2). The level of communication and the

use of appropriate political vocabulary are both basic, as is the standard of QWC and the structure and the presentation of ideas (AO3).

Level 2 ([4]–[6])

The candidate demonstrates outline knowledge and understanding of the debate about the impact of agents of political socialisation and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). An answer is constructed which makes reference to some relevant arguments and which does have a degree of balance (AO2). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

Level 3 ([7]–[9])

The candidate demonstrates limited knowledge and understanding of the debate about the impact of agents of political socialisation but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, does address the question and has some balance (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 4 ([10]–[13])

The candidate demonstrates general knowledge and understanding of the debate about the impact of agents of political socialisation. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes reference to relevant arguments, addresses the question and is balanced (AO2). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 5 ([14]–[17])

The candidate demonstrates sound knowledge and understanding of the debate about the impact of agents of political socialisation. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to a range of relevant arguments in a focused and balanced response (AO2). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

[17]

35

2 (a) Background

Referenda are regarded by many as beneficial to the democratic process. As a form of direct democracy, referenda put power in the hands of ordinary people, enabling them to take decisions that directly affect their lives. This is apparent in countries such as Switzerland where even issues such as whether people should have to pay to use motorways have been decided by referendum. By putting power in the hands of the people referenda take it out of the hands of political leaders. Referenda can act as check on the executive, preventing the abuse of executive power. This has been seen in France where the population opposed the Executive's wish to sign the European Constitution. In addition, referenda help to educate the electorate about key issues and raise the level of political participation. In the Republic of Ireland the electorate are now very educated about issues to do with abortion, according to supporters of referenda. Weaker answers will tend to offer a limited range of arguments for referenda, perhaps not going beyond making the political system more democratic. Stronger answers will include a range of arguments.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of the arguments for the use of referenda and the response indicates that the candidate has little or no understanding of the point of the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence and fails to address the question (AO1). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of QWC and the structure and the presentation of ideas (AO3).

Level 2 ([4]–[6])

The candidate demonstrates outline knowledge and understanding of the arguments for the use of referenda and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

Level 3 ([7]–[10])

The candidate demonstrates limited knowledge and understanding of the arguments for the use of referenda but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 4 ([11]–[14])

The candidate demonstrates general knowledge and understanding of the arguments for the use of referenda. The response demonstrates understanding of the point of the question and the majority of material presented is relevant

and addresses the question. The answer contains relevant evidence (AO1). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 5 ([15]–[18])

The candidate demonstrates sound knowledge and understanding of the arguments for the use of referenda. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3). [18]

(b) Background

Supporters of proportional systems of election are often faced with the criticism that the systems they favour tend to produce weak coalition governments. They respond to this criticism by arguing that PR tends to produce better governments. By this they mean that coalition governments tend to be much more representative of the population than single party governments that often represent only 30% or less of the electorate. Coalitions will be governments that operate on the basis of consensus in producing policies, unlike the “elective dictatorships” created by Simple Majority. Coalitions are especially desirable in divided societies, such as Northern Ireland, where a one party government is likely to increase political divisions. Of course, supporters of Simple Majority would reject all these arguments that coalitions are better governments. Not only are they weak, they are also the product of hidden deals. What voters voted for is lost in the negotiations between parties to form a government. Accountability is unclear when several parties share power. Weaker answers will tend to put forward a list of arguments for and against proportional systems. Stronger answers will tend to directly tackle the issue of better government.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of the debate about proportional systems of election and the response indicates that the candidate has little or no understanding of the point of the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence and fails to address the question (AO1). An argument, if present, is irrelevant, poorly constructed and/or unbalanced (AO2). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of QWC and the structure and the presentation of ideas (AO3).

Level 2 ([4]–[6])

The candidate demonstrates outline knowledge and understanding of the debate about proportional systems of election and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). An answer is constructed which makes reference to some relevant arguments and which does have a degree of balance (AO2). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

Level 3 ([7]–[9])

The candidate demonstrates limited knowledge and understanding of the debate about proportional systems of election but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, does address the question and has some balance (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 4 ([10]–[13])

The candidate demonstrates general knowledge and understanding of the debate about proportional systems of election and the issue of better government. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes reference to relevant arguments, addresses the question and is balanced (AO2). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 5 ([14]–[17])

The candidate demonstrates sound knowledge and understanding of the debate about proportional systems of election and the issue of better government. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to a range of relevant arguments in a focused and balanced response (AO2). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

[17]

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3 (a) Background

There are a number of factors that could increase voter turnout. Falls in voter turnout in UK General Elections in the early part of this decade led some to argue that the solution lay in making voting compulsory following the Australian and Belgian models. It has also been proposed that the application of technology could increase turnout by making it easier for voters to cast their vote, although recent attempts to do this have rather undermined this argument. Banning public opinion polls in the weeks before an election, as in France, has also been proposed. This would end the situation where voters knew the likely outcome of an election and therefore decided it was not worth their while voting. Candidates may also refer to steps that individual parties may take to raise turnout by their natural supporters. The introduction of Citizenship into the curriculum could be seen as an attempt to increase voter participation. Weaker answers will be limited in the range of factors identified and have little understanding of the context of the question. Stronger answers will demonstrate understanding of the context and put forward a range of factors.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of the factors that could increase voter turnout and the response indicates that the candidate has little or no understanding of the point of the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence and fails to address the question (AO1). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of QWC and the structure and the presentation of ideas (AO3).

Level 2 ([4]–[6])

The candidate demonstrates outline knowledge and understanding of the factors that could increase voter turnout and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

Level 3 ([7]–[10])

The candidate demonstrates limited knowledge and understanding of the factors that could increase voter turnout but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 4 ([11]–[14])

The candidate demonstrates general knowledge and understanding of the factors that can cause a political culture to change. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 5 ([15]–[18])

The candidate demonstrates sound knowledge and understanding of the factors that could increase voter turnout. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3). [18]

(b) Background

There are many who believe that self interest and, specifically, economic self interest now largely drive voting behaviour. Voters choose a party and candidate on the basis of their perception of how that choice will serve their personal interests. This is not just a feature of British elections but is found

in all democracies. This argument suggests that, what is called “Pocket Book Voting” in the USA has now superseded other influences such as class, religion and ethnicity. The Rational Model suggests that voters are making rational economic choices about which party will best serve their personal interests. On the other hand, there is evidence to support the suggestion that other, more altruistic, factors influence voting, best typified by the growth of environmentalist voting. It could also be argued that voting in the past, when more solidly aligned along class, religious or ethnic lines, was also about self interest. From this point of view voting has been and will always be about self interest. Weaker answers will tend to put forward a range of factors influencing voting. Stronger answers will focus on the economic self interest issue.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of the debate about the extent to which self interest influences voting and the response indicates that the candidate has little or no understanding of the point of the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence and fails to address the question (AO1). An argument, if present, is irrelevant, poorly constructed and/or unbalanced (AO2). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of QWC and the structure and the presentation of ideas (AO3).

Level 2 ([4]–[6])

The candidate demonstrates outline knowledge and understanding of the debate about the the extent to which self interest influences voting and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). An answer is constructed which makes reference to some relevant arguments and which does have a degree of balance (AO2). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

Level 3 ([7]–[9])

The candidate demonstrates limited knowledge and understanding of the debate about the the extent to which self interest influences voting but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, does address the question and has some balance (AO2). The candidate’s level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 4 ([10]–[13])

The candidate demonstrates general knowledge and understanding of the debate about the extent to which self interest influences voting. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes reference to relevant arguments, addresses the question and is balanced (AO2). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 5 ([14]–[17])

The candidate demonstrates sound knowledge and understanding of the debate about the extent to which self interest influences voting. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to a range of relevant arguments in a focused and balanced response (AO2). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3). [17]

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4 (a) Background

Most pressure groups are committed to exclusively peaceful means in trying to achieve their objectives but the use of violence has been an option that some groups have adopted. The use of violence has a number of drawbacks. First, it tends to bring the full might of the state down on the group. This can result in the possible death or imprisonment of members, eroding the membership. The high price which membership of a violent group demands is an on-going problem and tends to result in difficulties in sustaining members. Even violent groups tend to need the support of at least a section of the population and the difficulty therefore arises of undermining the support of this section of society through violent tactics. Violence tends to undermine the legitimacy of a group and this can be a problem even for those groups that are ideological outsiders. Weaker answers will tend to give a list of violent pressure groups. Stronger answers will address the issue of the disadvantages of violence as a tactic.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of the problems facing a pressure group that employs violence and the response indicates that the candidate has little or no understanding of the point of the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence and fails to address the question (AO1). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of QWC and the structure and the presentation of ideas (AO3).

Level 2 ([4]–[6])

The candidate demonstrates outline knowledge and understanding of the problems facing a pressure group that employs violence and there are major gaps in this knowledge and understanding. The response demonstrates partial

understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

Level 3 ([7]–[10])

The candidate demonstrates limited knowledge and understanding of the problems facing a pressure group that employs violence but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 4 ([11]–[14])

The candidate demonstrates general knowledge and understanding of the problems facing a pressure group that employs violence. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 5 ([15]–[18])

The candidate demonstrates sound knowledge and understanding of the problems facing a pressure group that employs violence. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

[18]

(b) Background

The significance of the size of a pressure group's membership has been the subject of continuing debate among those who study this particular area. It would seem obvious that, in a democracy, the largest group with the greatest popular support will tend to have the greatest degree of influence upon policy makers. The obvious flaw in this argument is that it is not supported by the facts. Some have used the Insider/Outsider model to argue that small Insider groups can have a degree of influence way beyond their size, while very large Outsider groups fail to achieve their objectives. The make-up of the membership can, in this view, be far more significant than the number of members. On the other hand, dismissing the size of a group as insignificant may be a mistake. There is clear evidence of some very large groups being able to wield considerable political 'muscle', assuming the membership acts in an organised way. Weaker answers will tend to list the factors that determine group effectiveness. Stronger answers will focus upon the issue of group size and present arguments both for and against the view that size is crucial.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of the debate about the significance of the size of a pressure group and the response indicates that the candidate has little or no understanding of the point of the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence and fails to address the question (AO1). An argument, if present, is irrelevant, poorly constructed and/or unbalanced (AO2). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of QWC and the structure and the presentation of ideas (AO3).

Level 2 ([4]–[6])

The candidate demonstrates outline knowledge and understanding of the debate about the significance of the size of a pressure group there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). An answer is constructed which makes reference to some relevant arguments and which does have a degree of balance (AO2). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

Level 3 ([7]–[9])

The candidate demonstrates limited knowledge and understanding of the debate about the significance of the size of a pressure group but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, does address the question and has some balance (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 4 ([10]–[13])

The candidate demonstrates general knowledge and understanding of the debate about the significance of the size of a pressure group. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes reference to relevant arguments, addresses the question and is balanced (AO2). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 5 ([14]–[17])

The candidate demonstrates sound knowledge and understanding of the debate about the significance of the size of a pressure group. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to a range of relevant arguments

in a focused and balanced response (AO2). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

[17]

Total

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