

GCE AS
**Government
and Politics**
Summer 2009

Mark Schemes

Issued: October 2009

MARK SCHEMES (2009)

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.

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Rewarding Learning

ADVANCED SUBSIDIARY (AS)

General Certificate of Education

2009

Government and Politics

Assessment Unit AS 1

assessing

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

[ASQ11]

THURSDAY 28 MAY, AFTERNOON

MARK SCHEME

Module 1: The Government and Politics of Northern Ireland

1 Background

Source A refers to divisions within the UUP over the issue of staying in power with Sinn Fein and also mentions that David Trimble had faced a challenge to his leadership of the party. The UUP has lost considerable electoral support since the signing of the Good Friday Agreement in 1998, finally being replaced as the largest party in Northern Ireland by the DUP. The UUP had become increasingly divided between those who favoured the Good Friday Agreement, and those who argued that the party has made too many concessions to Nationalists, and in particular to Sinn Fein. Of particular concern to the anti-Agreement section of the party were the issues of decommissioning, the continuing activity of the IRA, policing, and the presence of Sinn Fein ministers in the Executive. These concerns led to several prominent members of the party defecting to the DUP. The highly democratic structures of the UUP facilitated challenges to the leadership, accentuating the image of being a divided party.

Weaker answers will rely heavily on the source and might identify some of the reasons for the decline in support for the UUP. Stronger answers will refer appropriately to the source but will also refer to evidence to fully explain the changing support for the UUP.

An answer that makes no reference to the source can score a maximum of Level 4.

An answer that contains no evidence beyond the source can score a maximum of Level 4.

Level 1 ([1]–[2])

The candidate demonstrates very little knowledge and understanding of the reasons for the decline in UUP 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). 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 reasons for the decline in UUP 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. 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 reasons for the decline in UUP 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). 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 reasons for the decline in UUP 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) 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 reasons for the decline in UUP 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) 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

Source B refers to a range of areas in which the Assembly can make primary legislation and also suggests that these might be extended in the future. Within the Assembly legislation can be proposed by the Executive, committees and individual MLAs. In reality the initiation of legislation has been undertaken by the Executive. Obviously the frequent suspensions of the Assembly have seriously limited its ability to make law. In addition critics argue that the Assembly has been too dependent on passing on legislation from Britain rather than devising its own original bills, and that the requirement for weighted majorities could slow down the legislative process.

Weaker answers will tend to be very heavily reliant on the source. Stronger answers will refer appropriately to the source and show an understanding of the mechanisms and experience of the Assembly in order to directly address the question.

An answer that makes no reference to the source can score a maximum of Level 4.

An answer that contains no evidence beyond the source can score a maximum of Level 4.

An answer that is totally one-sided and unbalanced can score a maximum of Level 4.

Level 1 ([1]–[2])

The candidate demonstrates very little knowledge and understanding of the record of the Assembly as a legislative body 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 record of the Assembly as a legislative body 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 record of the Assembly as a legislative body 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 record of the Assembly as a legislative body. 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 record of the Assembly as a legislative body. 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

2009

Government and Politics

Assessment Unit AS 2

assessing

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

[ASQ21]

THURSDAY 28 MAY, AFTERNOON

MARK SCHEME

Module 2: The Inter-relationship of the UK Executive, Legislature and Judiciary

BLE

StudentBounty.com

1 Background

Candidates will be awarded 1 mark for each correct identification and up to 2 marks for explanation. The Lords has a number of powers and candidates may select any three, such as, the power to initiate legislation; to amend and revise legislation; to delay legislation; to veto completely legislation designed to extend the life of Parliament beyond five years; to scrutinise the government through questions and debates; and to take part in select committees and make recommendations. Candidates may also mention the judicial power of the law lords but an over emphasis on this will be regarded as a weak answer. Weaker candidates will fail to identify three powers or will fail to give adequate explanations.

[9]

9

2 (a) Background

There is no requirement for balance in this question. Candidates will be rewarded for the range of criticisms and the quality of their explanation. It is expected that candidates will provide supporting examples as far as possible. There are a number of criticisms of the role of party whips, such as, they make the majority party too powerful hence aiding executive dominance; they bully MPs who are unable to vote according to conviction; they have too much influence over standing committees hence limiting the quality of legislation; they have power to allocate offices in Westminster; and they effectively ensure that MPs represent their party first rather than their constituency. Candidates may also select any sensible examples of their own and do not have to address all of the above in order to get full marks. Weaker candidates are likely to spend a long time describing the types of whips, the pairing system or to make one or two criticisms which are not well explained or lack supporting examples.

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 the role of whips 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 the role of whips 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 the role of whips 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 the role of whips. 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 the role of whips. 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]

(b) Background

There is no requirement for balance in this question. Candidates will be rewarded for the range of strengths identified and the quality of explanation. It is expected that candidates will provide supporting examples as far as possible. There are a number of strengths of Select Committees such as, they do not operate on adversarial lines; they can send for ‘persons, papers and records’; they can interview witnesses; government ministers do not play a key role; they are not whipped; they can investigate any issue within the remit of their department; and they aim to produce unanimous reports. Candidates may also select sensible examples of their own and do not have to address all of the above in order to get full marks. Weaker candidates may get Select and Public Bill Committees confused, in which case they are unlikely to get any marks at all. Others may lose marks due to insufficient supporting evidence, repetition, or a narrow range of points.

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 strengths of Select 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 strengths of Select 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 strengths of Select 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 strengths of Select 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 strengths of Select 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]

10

3 (a) Background

In this response candidates are expected to produce a balanced argument and therefore in order to attain a grade in the top two levels it is expected that a balanced argument will be constructed with reference to a range of evidence for both sides of the argument. In order to answer the question fully candidates should consider the power of the executive; its ability to dominate parliament; the extent to which this has or has not increased; and the ways in which Parliament can limit this power. The argument in support of the proposition may include such points as the built-in government majority; the role of party whips; the ineffectiveness of Public Bill and Select Committees; the use of the guillotine; proposed reforms to the Lords; and government control of the parliamentary agenda. The argument against may include such points as the relative independence of Select Committees; the increase in Parliamentary rebellion; examples of apparent policy u-turns; the quality of debates particularly in the Lords; the role of the Lords as a form of opposition to the government; and the extent to which executive strength is partly determined by external factors such as the economy. Recent developments and Constitutional reforms may be taken into consideration. Candidates will be expected to refer to both houses of Parliament. Weaker candidates may tend to produce a very one sided response or one which lacks evidence. Stronger answers will be balanced and offer a range of evidence.

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.

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 debate about executive dominance over the legislature 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 executive dominance over the legislature 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 executive dominance over the legislature 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 debate about executive dominance over the legislature. 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 debate about executive dominance over the legislature. 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]

(b) Background

In this response candidates are expected to produce a balanced argument and therefore in order to attain a grade in the top two levels it is expected that a balanced argument will be constructed with reference to a range of evidence for both sides of the argument. The judiciary has a number of powers at its disposal in order to limit the power of the executive, such as, judicial review; judicial inquiries; and the protection of citizens' rights using the Human Rights Bill (1998). However, these powers all have limitations such as the expense of a judicial review; the unlikelihood of having a case heard; the unlikelihood of obtaining a ruling which goes against the government (about 1 in 6 of all cases). In addition there are questions over the influence and background of judges, their political role and their links with the government through the Ministry for Justice and Lord Chancellor's position. Candidates should develop a relevant argument based on these or similar points and backed up by relevant examples where appropriate. Weaker candidates will tend to produce a one sided response or one which is narrow in range or lacking in relevant examples.

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.

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 role in limiting executive power 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 role in limiting executive power 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 role in limiting executive power 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 role in limiting executive power 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 role in limiting executive power 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]

Total

16

35



Rewarding Learning

ADVANCED SUBSIDIARY (AS)

General Certificate of Education

2009

Government and Politics

Assessment Unit AS 3

assessing

Module 3: Political Behaviour

[ASQ31]

WEDNESDAY 17 JUNE, MORNING

MARK SCHEME

Module 3: Political Behaviour

BLE

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

It is common for states to seek to influence or even tightly control the process of political socialisation in order to produce a political culture of which they approve. Education and the mass media would appear to be the most frequently controlled agents of socialisation and not just by authoritarian states. It is clearly assumed that both are powerful agents of socialisation. States have also sought to control religion, using it in a negative and positive sense. Negatively, in that some states have sought to suppress organised religion. Positively, in that some states have sought to enlist the support of religion to shape the culture in a particular way. Other socialising influences have also been used by the state, even the family.

Weaker answers will tend to consist of a list of agents of socialisation. Stronger answers will address the issue of how states seek to shape the political culture.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of how states seek to influence the political culture 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 how states seek to influence the political culture 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 how states seek to influence the political culture 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 how states seek to influence the political culture. 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 how states seek to influence the political culture. 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 as being the first and most important influence in shaping the individual's political beliefs. There is certainly considerable evidence to suggest that this is the case. The alternative view is that the family is but one of a number of influences and that, with the decline of the traditional family, this influence is decreasing.

Weaker answers will often be a prepared list of socialising influences. Stronger answers will focus on the impact of the family.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of the debate about the socialising influence of the family 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 socialising influence of the family 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 socialising influence of the family 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 socialising influence of the family. 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 socialising influence of the family. 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

Supporters of Simple Majority stress the fact that this type of electoral system produces strong government. This is a government that is united, that is effective in getting its policies introduced and that lasts for its full term in office. Simple Majority achieves this by creating single party governments. By contrast, Proportional systems of election produce weak, ineffective and unstable coalitions. Simple Majority also has the merit of conferring a clear and unambiguous mandate on the government. Governments are unequivocally accountable for their actions as they were in power by themselves. Simple Majority is an easily understood system and creates strong constituency representation.

Weaker answers will present a limited range of arguments and limited evidence. Stronger answers will cover a broader range of arguments with supporting evidence.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of the arguments for the Simple Majority system 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 Simple Majority system 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 Simple Majority system 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 Simple Majority system. 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 Simple Majority system. 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

As a form of direct democracy, the case for referenda would seem to be very strong. However, there are those who believe that, rather than enhancing democracy, referenda can and do have a negative effect. Critics argue that referenda are subject to manipulation by governments in terms of the issue, the timing and the wording. Other vested interests, such as pressure groups and the media, can also have a negative effect. Critics would also suggest that complex issues of policy can not be satisfactorily reduced to simple referenda questions. The dangers of the tyranny of the majority or a well organised minority are also very real. Supporters of referenda would refute these arguments, arguing that it is possible to create safeguards to avoid all of these eventualities. Weaker answers will tend to consist of a prepared response on the arguments for and against referenda. Stronger answers will focus on the issue of democracy.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of the debate about referenda and democracy 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 referenda and democracy 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 referenda and democracy 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 referenda and democracy 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 referenda and democracy 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).

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3 (a) Background

It is the view of many that voting in modern democracies is becoming increasingly de-aligned. Voters are becoming more volatile and less likely to stay loyal to the same political party from one election to the next. What are the causes of this? One explanation has been the increase in class de-alignment due to the effects of industrialisation and de-industrialisation. Class structures no longer resemble those of even 25 years ago. It is also suggested that the decline of religion has caused voting patterns to become more complex. The increasing impact of the mass media upon voters is also often cited as a cause of voters being willing to change their voting preference.

Weaker answers will tend to offer a prepared list of factors influencing voters or make general statements about “issues”. Stronger answers should present some reasoned arguments for why voters might change their voting preference.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of the factors that could cause voters to change how they vote 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 cause voters to change how they vote 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 cause voters to change how they vote 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 could cause voters to change how they vote. 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 cause voters to change how they vote. 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 is an ongoing debate about the impact of television upon the outcome of elections. This goes back as far as the famous Kennedy-Nixon presidential TV debate and continues 40 years later. One view is that the media and especially TV now dominate politics and electioneering. Television has enormous capacity to influence and change voters' minds. Candidates now succeed on the basis of their TV persona. Effective media campaigns are the key to electoral success. The alternative view is that the power of TV has been exaggerated. Voters are subject to a host of influences and the media is only one of these. What is more, voters are increasingly media conscious and are capable of treating media images and messages with considerable scepticism.

Weaker answers will consist of a list of politicians and parties using TV. Stronger answers will offer a balanced account of the power of television.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of the debate about the impact of television upon 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 impact of television upon 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 impact of television upon 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 impact of television upon 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 impact of television upon 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).

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4 (a) Background

The first answer to the question, why do some pressure groups remain outsiders, is that they fail to meet the criteria that allows them to become insiders. The reasons for this are several. The group may only be in existence for a short period of time; it might only be a local “nimby” group; it may lack the resources to make policy makers wish to develop an insider relationship. Other groups remain outsiders because of the government in power at a particular time: the trade union movement under the Thatcher government being an example. Some groups are committed to being outsiders and do not wish to alter their status as ideological outsiders. Extreme animal rights groups would be an example of this.

Weaker answers will tend to be a list of insider and outsider pressure groups with limited engagement with the question. Stronger answers will directly address the issue of why some groups remain outsiders.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of the reasons why groups remain outsiders 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 reasons why groups remain outsiders 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 reasons why groups remain outsiders 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 reasons why groups remain outsiders. 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 reasons why groups remain outsiders. 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

Commentators are divided over whether pressure groups do or do not contribute to making a political system more democratic. The positive view is that groups benefit democracy by filling the democratic deficit between elections and by making the executive accountable for its actions. Pressure groups also ensure that minority groups in society have a voice thus helping to avoid the tyranny of the majority. Groups also promote greater political knowledge and participation. Critics reject these ideas, arguing that pressure groups distort the democratic process by representing powerful vested interests. The idea of some democratic “competition” between groups is a nonsense. Powerful insider groups are able to shape the policy agenda in their own narrow interests.

Weaker answers will tend to be limited both in argument and range of evidence. Stronger answers will be a balanced account of both sides of the debate, with relevant supporting evidence.

Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of the debate about whether pressure groups contribute to democracy 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 whether pressure groups contribute to democracy 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 whether pressure groups contribute to democracy 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 whether pressure groups contribute to democracy. 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 whether pressure groups contribute to democracy. 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).

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Total

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