

**Published Mark Schemes for  
GCE AS Government and Politics**

**January 2010**

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**StudentBounty.com**

# NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE) AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION

## MARK SCHEMES (2010)

### 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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**ADVANCED SUBSIDIARY (AS)**  
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**[AQ11]**

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**THURSDAY 14 JANUARY, MORNING**

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## **MARK SCHEME**

## General Marking Instructions

These mark schemes are intended to ensure that the AS/A2 examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidate responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark scheme should be read in conjunction with these general marking instructions which apply to all papers.

### Quality of candidates' responses

In marking the examination papers, examiners will be looking for a quality of response reflecting the level of maturity which may reasonably be expected of 17- and 18-year-olds, which is the age at which the majority of candidates sit their AS/A2 examinations.

### Flexibility in marking

The mark schemes which accompany the specimen examination papers are not intended to be totally prescriptive. For many questions, there may be a number of equally legitimate responses and different methods by which the candidates may achieve good marks. No mark scheme can cover all the answers which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner for the paper concerned.

### Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for valid responses rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected for a 17- and 18-year-old GCE candidates. Conversely, marks should only be awarded for valid responses and not given for an attempt which is completely incorrect or inappropriate.

### Types of mark schemes

Mark Schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. These questions are indicated on the cover of the examination paper.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

## Levels of Response

Questions requiring extended written answers are marked in terms of levels of response. When deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners:

**Threshold performance:** Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.

**Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.

**High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

## Quality of Written Communication

Quality of written communication is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication which is incorporated within the marks awarded for AO3. Where the quality of candidates' subject knowledge and understanding is not matched by the quality of written communication, marks awarded will not exceed the maximum for Level 4.

## 1 Background

[1] will be awarded for identification and up to [3] for explanation of a reason given in the Source.

(AO1: [4])

[1] will be awarded for identification and up to [3] for explanation of another relevant reason.

(AO1: [4])

Other possible criticisms are: Ministers continue to make policy without reference to Executive colleagues; Ministers are openly critical of one another; there is little evidence of collective responsibility; the Executive is a mandatory rather than voluntary coalition. Any other relevant criticisms are also admissible, not only of the operation of the Executive but of power-sharing generally.

[8]

8

## 2 Background

In its first six months of operation, the DUP/Sinn Fein-led Executive was hailed by many as a remarkable success story. Following this initial euphoria the Executive has come in for criticism from many quarters.

In addition to disagreements over policing and devolution of justice powers there have been differences over academic selection. The Executive has also been split over attitudes to the war in Iraq and the reception given to returning service personnel. The development of the Maze Stadium and the Irish Language Act have also led to disagreements.

Weaker answers will tend to present general critical statements and rely heavily upon the Source. Stronger answers will be more detailed contain supporting evidence. If there is no explicit or implicit reference to the Source a maximum of Level 3 can be achieved. If no examples or reference to evidence are included a maximum of Level 3 can be achieved.

### Level 1 ([1]–[4])

AO1: [2]; AO2: [1]; AO3: [1]

The candidate demonstrates little knowledge and understanding of areas of disagreement within the Executive and makes little attempt to answer 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 (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill-informed and poorly constructed, and the level of communication and the use of political vocabulary are both rudimentary (AO3).

### Level 2 ([5]–[7])

AO1: [3]; AO2: [2]; AO3: [2]

The candidate demonstrates basic knowledge and understanding of areas of disagreement within the Executive but there are major gaps in this knowledge and understanding, and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and

explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

### **Level 3 ([8]–[10])**

AO1: [4]; AO2: [3]; AO3: [3]

The candidate demonstrates mostly accurate knowledge and understanding of areas of disagreement within the Executive but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited (AO3).

### **Level 4 ([11]–[13])**

AO1: [5]; AO2: [4]; AO3: [4]

The candidate demonstrates full and accurate knowledge and understanding of areas of disagreement within the Executive and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

### **Level 5 ([14]–[16])**

AO1: [6]; AO2: [5]; AO3: [5]

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of areas of disagreement within the Executive and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[16]

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**3 (a) Background**

In addition to its representative, legislative and recruitment functions, the Northern Ireland Assembly was intended to play a crucial role in scrutinising the Executive. This was particularly important in circumstances in which the Executive included the four main political parties and there was no official opposition to the Executive. The Assembly was therefore meant to scrutinise the Executive and was given considerable powers to do so. The Assembly set up in 1998 was criticised for its failure to act as an effective scrutiny body and it was hoped that the 2007 Assembly would be different. Thus far the picture is a mixed one largely because MLAs are reluctant to criticise their own ministerial colleagues. However, there have been some examples of effective scrutiny and the Alliance Party has certainly been active in this regard. Weaker answers will be unclear on the scrutiny record of the Assembly and will lack evidence. Stronger answers will display understanding of the scrutiny role and will present a range of evidence. If no examples/evidence are presented a maximum of Level 3 can be achieved. If no evaluation/balance is present, a maximum of Level 4 can be achieved.

**Level 1 ([1]–[6])**

AO1: [2]; AO2: [3]; AO3: [1]

The candidate demonstrates little knowledge and understanding of the scrutiny record of the Assembly and makes little attempt to answer 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 (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill-informed and poorly constructed, and the level of communication and the use of political vocabulary are both rudimentary (AO3).

**Level 2 ([7]–[11])**

AO1: [4]; AO2: [5]; AO3: [2]

The candidate demonstrates basic knowledge and understanding of the scrutiny record of the Assembly but there are major gaps in this knowledge and understanding, and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

**Level 3 ([12]–[16])**

AO1: [6]; AO2: [7]; AO3: [3]

The candidate demonstrates mostly accurate knowledge and understanding of the scrutiny record of the Assembly but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited (AO3).

**Level 4 ([17]–[21])**

AO1: [7]; AO2: [9]; AO3: [5]

The candidate demonstrates full and accurate knowledge and understanding of the scrutiny record of the Assembly and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

**Level 5 ([22]–[26])**

AO1: [8]; AO2: [11]; AO3: [7]

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the scrutiny record of the Assembly and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [26]

**(b) Background**

Since 1994 the positions of the SDLP and Sinn Fein have been largely reversed. In 1994 the SDLP was still the dominant nationalist party in terms of its share of the Nationalist vote and representation. Sinn Fein was in the middle of its strategic shift into constitutional politics. Over the next decade Sinn Fein was to take over as the leading Nationalist party, in terms of Assembly, Westminster and local government representation. One widely expressed view for the transition is that Sinn Fein has successfully “stolen the clothes” of the SDLP by transforming itself into a constitutional nationalist party. There is the view that much of the success of Sinn Fein is due to the failure of the SDLP to maintain, never mind extend, its appeal to Nationalist voters. Other issues that could be referred to include leadership, the benefits to Sinn Fein of being an all-Ireland party, the effectiveness of Sinn

Fein's constituency activity and the success of the party's electoral strategy. Candidates may also refer to decommissioning, finance, effective lobbying in the US, leadership skills, the growth of the DUP. Weaker answers will tend to be limited in the range of reasons identified and lack evidence. Stronger answers will offer a broader range of factors and present detailed evidence. If no examples/evidence are presented a maximum of Level 3 can be achieved. If no evaluation/balance is present, a maximum of Level 4 can be achieved.

### **Level 1 ([1]–[6])**

AO1: [2]; AO2: [3]; AO3: [1]

The candidate demonstrates little knowledge and understanding of the reasons for changes in Sinn Fein support and makes little attempt to answer 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 (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill-informed and poorly constructed, and the level of communication and the use of political vocabulary are both rudimentary (AO3).

### **Level 2 ([7]–[11])**

AO1: [4]; AO2: [5]; AO3: [2]

The candidate demonstrates basic knowledge and understanding of the reasons for changes in Sinn Fein support but there are major gaps in this knowledge and understanding, and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

### **Level 3 ([12]–[16])**

AO1: [6]; AO2: [7]; AO3: [3]

The candidate demonstrates mostly accurate knowledge and understanding of the reasons for changes in Sinn Fein support but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited (AO3).

**Level 4 ([17]–[21])**

AO1: [7]; AO2: [9]; AO3: [5]

The candidate demonstrates full and accurate knowledge and understanding of the reasons for changes in Sinn Fein support and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

**Level 5 ([22]–[26])**

AO1: [8]; AO2: [11]; AO3: [7]

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the reasons for changes in Sinn Fein support and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [26]

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**Total****50**

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**ADVANCED SUBSIDIARY (AS)**  
**General Certificate of Education**  
**January 2010**

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## **Government and Politics**

**Assessment Unit AS 2**

**The British Political Process**

**[AQ121]**

**TUESDAY 19 JANUARY, AFTERNOON**

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## **MARK SCHEME**

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In marking the examination papers, examiners will be looking for a quality of response reflecting the level of maturity which may reasonably be expected of 17- and 18-year-olds, which is the age at which the majority of candidates sit their AS/A2 examinations.

### Flexibility in marking

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### Types of mark schemes

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Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

### Levels of Response

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## **Quality of Written Communication**

Quality of written communication is taken into account in assessing candidates' responses to questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication which is incorporated within the marks awarded for AO3. Where the quality of candidates' subject knowledge and understanding is not matched by the quality of written communication, marks awarded will not exceed the maximum for Level 4.

- 1 [2] for each way identified. (**AO1: 4 marks**)  
Candidates may refer to the Whips' role in party discipline; in acting as a link between the backbenches and the leadership; in advising the party leadership on candidates for promotion; in organising a Parliamentary Party; in negotiating with opposing Whips.  
**(AO1: 4 marks)** [4]

- 2 **Background**  
A Private Members Bill is a piece of legislation introduced into Parliament by a backbencher. It is not a Government Bill. A PMB can be introduced as a result of an MP winning the ballot at the start of each Parliament, under the Ten Minute Rule or Standing Order 58. Most PMBs fail although the Government may give their support in which case the Bill has more chance. PMBs often deal with moral issues and the Government is often willing that this should be the way such issues are dealt with.  
Up to [5] for an appropriate definition and up to [1] each for supporting example.  
**(AO1: 6 marks)** [6]

- 3 **Background**  
[1] for each criticism identified and up to [4] for explanation of each criticism.  
**(AO1: 10 marks)**  
Parliamentary Questions are one of the main forms of scrutiny of the Executive in the UK. Critics argue that its effectiveness as a scrutiny mechanism is very limited. Criticisms that are frequently made are: ministers had advance knowledge of and prepared answer for questions; ministers have the support of an array of advisers and civil servants in preparing answers; ministers can avoid answering questions if they choose to do so; Question Time often degenerates into partisan name-calling and "ya-booo" politics.  
Other relevant criticisms are also acceptable. [10]

- 4 **Background**  
Although supposedly only "Primus inter pares", the PM enjoys a variety of powers that allow him/her to control cabinet. These include the patronage powers to hire, fire and reshuffle; control over the cabinet agenda and minutes; control over the chairs of cabinet committees; the ability to by-pass cabinet through "pre-cooking" policy. Other relevant ways in which the PM can control cabinet are also acceptable.  
Weaker answers will be limited in range and evidence. Stronger answers will have a broader range.  
An answer that includes no evidence can achieve a maximum of Level 3.

#### **Level 1 ([1]–[4])**

**AO1: 2 marks; AO2: 1 mark; AO3: 1 mark**

The candidate demonstrates little knowledge and understanding of the ways in which the Prime Minister can control cabinet and makes little attempt to answer 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 (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill-informed and poorly constructed, and the level of communication and the use of political vocabulary are both rudimentary (AO3).

**Level 2 ([5]–[7])*****AO1: 3 marks; AO2: 2 marks; AO3: 2 marks***

The candidate demonstrates basic knowledge and understanding of the ways in which the Prime Minister can control cabinet but there are major gaps in this knowledge and understanding, and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

**Level 3 ([8]–[10])*****AO1: 4 marks; AO2: 3 marks; AO3: 3 marks***

The candidate demonstrates mostly accurate knowledge and understanding of the ways in which the Prime Minister can control cabinet but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited (AO3).

**Level 4 ([11]–[13])*****AO1: 5 marks; AO2: 4 marks; AO3: 4 marks***

The candidate demonstrates full and accurate knowledge and understanding of the ways in which the Prime Minister can control cabinet and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

**Level 5 ([14]–[16])*****AO1: 6 marks; AO2: 5 marks; AO3: 5 marks***

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the ways in which the Prime Minister can control cabinet and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [16]

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**5 (a) Background**

The political function of the judiciary is to act as a check upon the Executive by upholding the rule of law. The judiciary is there to prevent the arbitrary abuse of power by the Government. In order to do this the judiciary must be independent of the Executive or else it becomes an instrument of Executive power, as in dictatorships. The history of the relationship between the Executive and the judiciary in Britain is a complicated one. There have been some elements of that relationship that clearly sought to preserve judicial independence while others seemed to undermine the principle: the position of the Lord Chancellor is an obvious example. Reforms introduced by the Labour Government after 1997 had the express intention of increasing the

independence of the judiciary: abolition of the position of Lord Chancellor; creation of a Ministry of Justice; establishment of an independent judicial appointments body. Critics argue that these have failed to increase the autonomy of the judiciary and that, as much as ever, judges are inclined to support the executive when carrying out judicial reviews and judicial inquiries. Weaker answers will be limited in terms of argument and especially evidence. Stronger answers will display understanding of the issues and be able to support this with evidence.

An answer that has no supporting examples or evidence can score a maximum of Level 3.

An answer that has no balance can score a maximum of Level 4.

#### **Level 1 ([1]–[5])**

**AO1: 2 marks; AO2: 2 marks; AO3: 1 mark**

The candidate demonstrates little knowledge and understanding of the relationship between the Executive and the judiciary and makes little attempt to answer 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 (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill-informed and poorly constructed, and the level of communication and the use of political vocabulary are both rudimentary (AO3).

#### **Level 2 ([6]–[10])**

**AO1: 3 marks; AO2: 5 marks; AO3: 2 marks**

The candidate demonstrates basic knowledge and understanding of the relationship between the Executive and the judiciary but there are major gaps in this knowledge and understanding, and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

#### **Level 3 ([11]–[15])**

**AO1: 4 marks; AO2: 8 marks; AO3: 3 marks**

The candidate demonstrates mostly accurate knowledge and understanding of the relationship between the Executive and the judiciary but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited (AO3).

#### **Level 4 ([16]–[20])**

**AO1: 5 marks; AO2: 11 marks; AO3: 4 marks**

The candidate demonstrates full and accurate knowledge and understanding of the relationship between the Executive and the judiciary and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of

political vocabulary and a conclusion is reached (AO3).

**Level 5 ([21]–[24])****AO1: 6 marks; AO2: 13 marks; AO3: 5 marks**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the relationship between the Executive and the judiciary and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[24]

**(b) Background**

Perhaps the major question asked in relation to the British political system is “how far does the Executive dominate Parliament?” In theory, Britain operates under the principle of Parliamentary Sovereignty. This means that Parliament is the dominant part of the political system and all authority comes from it. This theory has not been the reality for a long time, according to most observers. The power of Parliament has steadily declined and that of the Executive has grown. There is clearly a situation of Executive dominance in Britain. This is particularly true of legislation. In theory, Parliament is the sovereign legislative authority but, in practice, it is Government that controls. Most legislation that passes through Parliament is Government legislation. The Government is able to exercise considerable powers to get its legislation passed and is very rarely defeated. Parliament is reduced to the role of “rubber stamp” in this view. The alternative view is that Parliament continues to have a real influence over legislation and that no government, whatever its majority, can afford to ignore the Commons.

Weaker answers may present an unbalanced account of the executives control over legislation, with little supporting evidence. Stronger answers will be both balanced and well supported.

An answer that has no supporting examples or evidence can score a maximum of Level 3.

An answer that has no balance can score a maximum of Level 4.

**Level 1 ([1]–[5])****AO1: 2 marks; AO2: 2 marks; AO3: 1 mark**

The candidate demonstrates little knowledge and understanding of the debate about Executive control over legislation and makes little attempt to answer 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 (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill-informed and poorly constructed, and the level of communication and the use of political vocabulary are both rudimentary (AO3).

**Level 2 ([6]–[10])****AO1: 3 marks; AO2: 5 marks; AO3: 2 marks**

The candidate demonstrates basic knowledge and understanding of the debate about Executive control over legislation but there are major gaps in this knowledge and understanding, and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2).

The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

### **Level 3 ([11]–[15])**

**AO1: 4 marks; AO2: 8 marks; AO3: 3 marks**

The candidate demonstrates mostly accurate knowledge and understanding of the debate about Executive control over legislation but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited (AO3).

### **Level 4 ([16]–[20])**

**AO1: 5 marks; AO2: 11 marks; AO3: 4 marks**

The candidate demonstrates full and accurate knowledge and understanding of the debate about Executive control over legislation and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

### **Level 5 ([21]–[24])**

**AO1: 6 marks; AO2: 13 marks; AO3: 5 marks**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the debate about Executive control over legislation and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[24]

24

**Total**

**60**