

Sample Assessment Materials

September 2007

GCE Government
and Politics

**Edexcel Advanced Subsidiary GCE in Government and
Politics (8GP01)**

First examination 2009

Edexcel Advanced GCE in Government and Politics (9GP01)

First examination 2010

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A Introduction

These sample assessment materials have been prepared to support the specification.

Their aim is to provide the candidates and centres with a general impression and flavour of the actual question papers and mark schemes in advance of the first operational examinations.

B Sample question papers

Unit 1: People and Politics	7
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Answer TWO questions.

Write your answers in the spaces provided.

1. (a) Outline **two** features of a political party. (5)
- (b) Explain **three** ways in which ‘new’ Labour differs from ‘old’ Labour. (10)
- * (c) Has the Conservative Party abandoned Thatcherism? (25)
- (Total 40 marks)**

2. (a) Define representative democracy. (5)
- (b) What are the main features of the UK’s democratic system? (10)
- * (c) How and why has the UK democratic system been criticised? (25)
- (Total 40 marks)**

3. (a) Distinguish between ‘insider’ and ‘outsider’ pressure groups. (5)
- (b) Why do some groups use ‘insider’ methods and other groups use ‘outsider’ methods? (10)
- * (c) Why are some pressure groups more influential than others? (25)
- (Total 40 marks)**

4. (a) What are the features of the ‘first past the post’ electoral system? (5)
- (b) Explain the workings of **two** other electoral systems used in the UK. (10)
- * (c) Should proportional representation be introduced for Westminster elections? (25)
- (Total 40 marks)**

Put a cross in the box indicating the first question that you have chosen (☒).
If you change your mind, put a line through the box (☒)
and then indicate your new question with a cross (☒).

Chosen Question Number: Question 1 ☒

Question 2 ☒

Question 3 ☒

Question 4 ☒

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and then indicate your new question with a cross (☒).**

Chosen Question Number: **Question 1** ☒ **Question 2** ☒
 Question 3 ☒ **Question 4** ☒

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TOTAL FOR PAPER: 80 MARKS

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SECTION A**Answer EITHER Question 1 OR Question 2****Write your answers in the spaces provided.**

Study the sources below and answer the questions that follow.

Source 1

‘For too long the big political decisions in this country have been made in the wrong place. They are not made around the Cabinet table where they should be, but they are taken on the sofa in Tony Blair’s office. No notes are kept and no one takes the blame when things go wrong. That arrogant style of government must come to an end. I will restore the proper process of government. I want to be Prime Minister of this country not a President.’

(Source: David Cameron, *The Times*, 5 October 2006)

Source 2

‘The Cabinet is the committee at the centre of the British political system. Every Thursday during Parliament, Secretaries of State from all departments as well as other ministers meet in the Cabinet Room in Downing Street to discuss the big issues of the day. The Prime Minister chairs the meeting, selects its members and also recommends their appointment as ministers to the monarch. The present Cabinet has 23 members (21 MPs and two peers). The Secretary of the Cabinet is responsible for preparing records of its discussions and decisions.’

(From a modern textbook)

1. (a) What criticism is David Cameron making of Tony Blair’s style of decision making in Source 1?

(5)
- (b) Explain the main functions of the Cabinet.

(10)
- * (c) To what extent have UK Prime Ministers become ‘Presidential’?

(25)

(Total 40 marks)

Study the source below and answer the questions that follow.

Source 1

A powerful coalition of judges, senior lawyers and politicians has warned that the Government is undermining the civil liberties citizens have taken for granted for centuries and that Britain risks drifting towards a police state. One of the country's most eminent judges has said that undermining the independence of the courts has frightening parallels with Nazi Germany.

Lord Ackner, a former law lord, said there was a contradiction between the Government's efforts to separate Parliament and the judiciary through the creation of a supreme court, and its instinct for directing judges how to behave. He cautioned against 'meddling' by politicians in the way the courts operate. "I think it is terribly important there should not be this apparent battle between the executive and the judiciary. The judiciary has been put there by Parliament in order to ensure that the executive acts lawfully."

Lord Lester QC, a leading human rights lawyer, expressed concern that the Government was flouting human rights law and meddling with the courts. The senior barrister remarked that judges had now replaced MPs as the defenders of basic civil liberties. "People used to look to their MPs as the first port of call to deal with any perceived injustice by the executive. Now there is an increasing tendency for people to look to the judges to protect their liberties", he said.

(Source: From an article, 'Judges liken terror laws to Nazi Germany', by Marie Woolf, Raymond Whitaker and Severin Carrell, published in *The Independent*, 16 October 2005)

2. (a) According to the source, how is the protection of civil liberties being undermined? (5)
- (b) Explain how judicial independence is achieved. (10)
- * (c) To what extent have civil liberties in the UK been eroded? (25)

(Total 40 marks)

TOTAL FOR SECTION A: 40 MARKS

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(Total 40 marks)

TOTAL FOR SECTION A: 40 MARKS

SECTION B

Answer EITHER Question 3 or Question 4.

Write your answers in the spaces provided.

EITHER

*3. How effective is Parliament in checking executive power?

(Total 40 marks)

OR

*4. Should the UK's constitution remain un-codified?

(Total 40 marks)

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(Total 40 marks)

TOTAL FOR SECTION B: 40 MARKS
TOTAL FOR PAPER: 80 MARKS

END

SECTION A

Answer **THREE** questions in your chosen topic. Each question carries 15 marks. You are advised to spend 45 minutes on this section.

3A: UK Political Issues

1. Why has the issue of pensions become a major political issue? (15)
2. Why has the prison population risen so much in recent years? (15)
3. Why are 'environmental taxes' controversial? (15)
4. Explain how governments since 1997 have used tax and welfare policies to relieve poverty. (15)
5. Why have anti-terrorism measures, adopted in the UK since 2001, been criticised? (15)

(Total 45 marks)

3B: Introducing Political Ideologies

6. Why has anarchism been linked to utopianism? (15)
7. Why do liberals fear concentrations of power? (15)
8. On what grounds have conservatives defended property? (15)
9. Explain how socialists have sought to advance collectivism. (15)
10. Why have some anarchists favoured capitalism? (15)

(Total 45 marks)

3C: Representative Processes in the USA

11. How significant are mid-term elections? (15)
12. Explain the key factors that influence electoral turnout. (15)
13. Explain the various methods used by pressure groups to influence the Supreme Court. (15)
14. What is meant by ‘party renewal’, and has it happened? (15)
15. Why have critics asserted that affirmative action should be declared unconstitutional? (15)
- (Total 45 marks)**

3D: Structures of Global Politics

16. Why is sovereignty now widely viewed as an outdated concept? (15)
17. What are the implications of bipolarity for global order? (15)
18. Explain the main criticisms of the IMF. (15)
19. Explain the significance of the way in which membership of the United Nations Security Council is determined. (15)
20. Explain the link between regionalism and globalization. (15)
- (Total 45 marks)**

SECTION A

Put a cross in the box indicating the first question you have chosen to answer (☒).
If you change your mind, put a line through the box (⊗)
and then put a cross in another box (☒).

- Chosen Question Number: 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒
- 6 ☒ 7 ☒ 8 ☒ 9 ☒ 10 ☒
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If you change your mind, put a line through the box (☒)
and then put a cross in another box (☒).

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(Total 15 marks)

TOTAL FOR SECTION A: 45 MARKS

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SECTION B

Answer ONE question from your chosen topic. Each question carries 45 marks. You are advised to spend 45 minutes on this section.

3A: UK Political Issues

21. To what extent have British political parties become 'green' parties? (45)
22. 'Despite substantial increases in public expenditure since 1999, the quality of state health and education provision has declined.' Discuss. (45)
23. How 'successful' has UK economic policy been since 1997? (45)
- (Total 45 marks)**

3B: Introducing Political Ideologies

24. 'Conservatism is ruling class ideology.' Discuss. (45)
25. 'Liberal democracy is a contradiction in terms.' Discuss. (45)
26. To what extent has the history of socialism been characterised by a retreat from core principles? (45)
- (Total 45 marks)**

3C: Representative Processes in the USA

27. 'US pressure groups are undemocratic.' Discuss. (45)
28. Are third parties able to make a significant impact on US policies? (45)
29. To what extent does racism continue to be an issue in US politics? (45)
- (Total 45 marks)**

3D: Structures of Global Politics

30. 'The EU has not become a federal superstate.' Discuss. (45)
31. To what extent is globalisation merely another name for US imperialism? (45)
32. Is China now a superpower? (45)
- (Total 45 marks)**

TOTAL FOR SECTION B: 45 MARKS

SECTION B

Put a cross in the box indicating the question you have chosen to answer (☒).

**If you change your mind, put a line through the box (☒)
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SECTION A

Answer **THREE** questions from your chosen topic. Each question carries 15 marks. You are advised to spend 45 minutes on this section.

4A: EU Political Issues

1. Explain why the use of qualified majority voting (QMV) is controversial. (15)
 2. Explain the importance of the president of the EU Commission. (15)
 3. Why has the European Constitution not been adopted? (15)
 4. Why has EU enlargement since 2004 been criticised? (15)
 5. Explain the conflicts which exist over the future reform of the CAP. (15)
- (Total 45 marks)**

4B: Other Ideological Traditions

6. Why are the concepts of the nation and the state often confused? (15)
 7. Explain the key features of liberal feminism. (15)
 8. Have ecologists revised conventional notions of morality? (15)
 9. On what grounds have multiculturalists defended the idea of minority rights? (15)
 10. Explain the importance of the distinction between sex and gender for feminist analysis. (15)
- (Total 45 marks)**

4C: Governing the USA

11. How important is the Executive Office of the Presidency? (15)
12. Explain the impact of New Federalism on the power and influence of the states. (15)
13. How flexible is the Constitution of the USA? (15)
14. Explain the significance of Supreme Court appointments since 2004. (15)
15. Assess the power and influence of congressional committee chairmen. (15)
- (Total 45 marks)**

4D: Global Political Issues

16. Why is it difficult to prevent the spread of weapons of mass destruction? (15)
17. How effective are the judicial institutions that attempt to uphold international law? (15)
18. Why is the divide between the North and the South still growing? (15)
19. Why is sustainable development a contested concept? (15)
20. How is the protection of human rights becoming more significant in global politics? (15)
- (Total 45 marks)**

TOTAL FOR SECTION A: 45 MARKS

SECTION A

**Put a cross in the box indicating the first question you have chosen to answer (☒).
If you change your mind, put a line through the box (☒)
and then put a cross in another box (☒).**

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If you change your mind, put a line through the box (☒)
and then indicate your new question with a cross (☒).**

Chosen Question Number: 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒

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**Put a cross in the box indicating the third question that you have chosen (☒).
If you change your mind, put a line through the box (☒)
and then indicate your new question with a cross (☒).**

Chosen Question Number: 1 ☒ 2 ☒ 3 ☒ 4 ☒ 5 ☒

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SECTION B

Answer ONE question from your chosen topic. Each question carries 45 marks. You are advised to spend 45 minutes on this section.

4A: EU Political Issues

21. To what extent does the UK remain an ‘awkward partner’ in Europe? (45)
22. To what extent has Europe adopted a single social model? (45)
23. What do you understand by the Democratic Deficit in the European Union? What steps have been taken to remove it and with what success? (45)
- (Total 45 marks)**

4B: Other Political Ideologies

24. ‘Ecology implies a radically different relationship between humankind and the natural world.’ Discuss. (45)
25. To what extent is multiculturalism compatible with liberalism? (45)
26. Does nationalism inevitably breed rivalry and conflict? (45)
- (Total 45 marks)**

4C: Governing the USA

27. 'Presidents have only the power to persuade.' Discuss. (45)
28. Are Supreme Court justices 'politicians in disguise'? (45)
29. 'The US system of checks and balances is ineffective.' Discuss. (45)
- (Total 45 marks)**

4D: Global Political Issues

30. 'The 2003 Iraq war was justified.' Discuss. (45)
31. 'Global warming is forcing international cooperation over environmental issues.' Discuss. (45)
32. 'Corruption is the grease that lubricates the squeaky gate.' Discuss the extent to which corruption hinders or promotes development. (45)
- (Total 45 marks)**

TOTAL FOR SECTION B: 45 MARKS

SECTION B

**Put a cross in the box indicating the question that you have chosen (☒).
If you change your mind, put a line through the box (☒)
and then indicate your new question with a cross (☒).**

Chosen Question Number: 21 ☒ 22 ☒ 23 ☒ 24 ☒

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C Sample mark schemes

General marking guidance	81
Unit 1: People and Politics	83
Unit 2: Governing the UK	101
Unit 3: Key Themes in Political Analysis	115
Unit 4: Extended Themes in Political Analysis	171

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.
- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:
 - i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear
 - ii) select and use a form and style of writing appropriate to purpose and to complex subject matter
 - iii) organise information clearly and coherently, using specialist vocabulary when appropriate

Unit 1: People and Politics

	A01	A02	A03	Total
Structured questions (2 out of 4)				
(a)	5			5
(b)	7	3		10
(c)	8	9	8	25
Total (question)	20	12	8	40
Total (paper)	40	24	16	80

Question number	Question
1.(a)	Outline TWO features of a political party.
	Indicative content
	<p>Political parties have a variety of features. Parties are organised groups of people which aim to exercise government power by winning political office, which, in liberal democracies, means putting candidates up for election. As political parties aspire to form governments, they typically adopt a broad issue focus, developing policies on all major areas of government policy (small parties may be an exception to this, in that some have a relatively narrow issue focus). Political parties also have an ideological character, in that their members are united by shared political preferences and values (albeit often weakly defined). This applies even to so-called 'catch all' parties that seek electoral support from a broad range of social groups.</p>
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
	<p><u>Allocation of marks</u></p> <ul style="list-style-type: none"> • 1 mark for demonstrating knowledge of each feature; up to two marks for detailed knowledge and understanding • 1 mark for an accurate example of a feature of a political party <p>the mark scheme does not provide an exhaustive account of all relevant points</p>

Question number	Question
1.(b)	Explain THREE ways in which ‘new’ Labour differs from ‘old’ Labour.
	Indicative content
	The term ‘new’ Labour is generally used to distinguish the shift in Labour Party policies, ideas and goals that occurred as a result of the modernisation process started in the late 1980s and which was accelerated under Tony Blair, in opposition and in government. Differences between ‘new’ Labour and ‘old’ Labour can be highlighted in terms of key policy shifts. These could include the abandonment of nationalisation and the acceptance of the ‘rolled back’ state inherited from the Conservatives; an emphasis on low inflation, for example, illustrated the wider role, since 1997, the Bank of England has played in setting interest rates; cuts in income tax and a refusal to return to the more steeply progressive income tax rates of the 1970s; cuts in some benefits and an eagerness to press ahead with market reforms of the welfare state. Alternatively, ‘new’ Labour can be distinguished from ‘old’ Labour on broader ideological grounds. This could, for instance, be done by contrasting ‘old’ Labour’s emphasis on social justice and the redistribution of wealth with ‘new’ Labour’s belief in meritocracy and individual advancement. Similarly, ‘new’ Labour’s conversion to constitutional reform could be highlighted. ‘New’ Labour can also be distinguished from ‘old’ Labour in terms of a weaker association with the trade union movement and a reduced reliance on working class votes.
A01 (7 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-2 marks)	Limited knowledge and understanding demonstrated of the features of ‘new’ Labour and ‘old’ Labour; or a sound knowledge of only two features.
Level 2 (3-5 marks)	Sound knowledge and understanding demonstrated of three key features of ‘new’ Labour and three features of ‘old’ Labour, with an awareness of illustrative evidence; or comprehensive knowledge of at least one feature and a limited knowledge of other features.
Level 3 (6-7 marks)	Comprehensive knowledge and understanding demonstrated of three key policy, ideological or organisational features of ‘new’ Labour and three policy, ideological or organisational features of ‘old’ Labour, fully explained and supported by appropriate illustrative material. The focus may just be on major policy areas or on other points of contrast.
A02 (3 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
<u>Allocation of marks</u>	
1 mark each for the following points:	
<ul style="list-style-type: none"> • Explanation of key differences (1 mark for the analysis of each identified difference) (3 marks available) 	

Question number	Question
1.(c)	Has the Conservative Party abandoned Thatcherism?
	Indicative content
	<p>Thatcherism is an ideological trend associated with Thatcher's period as Conservative Party leader and prime minister. It supports 'the free economy and the strong state', in that it wishes to roll back state intervention in economic life, based on a belief in rugged individualism and unregulated capitalism, as well as to strengthen authority and restore traditional values. Under David Cameron, since he became party leader in December 2005, there has been evidence of a shift away from Thatcherism, reflected in search for a new ideological identity for the party. The party has embraced green issues much more clearly, showing a concern in particular about the issue of climate change linked to controlling carbon emissions, the possibility of green taxes and so on. A greater emphasis has also been placed on social justice and the alleviation of poverty, by contrast with the emphasis on self-help and individual responsibility within Thatcherism. For example, there has been a greater emphasis on public services and on the national health service in particular. This has been linked to a changed view of society. Instead of the atomistic Thatcherite belief that there is no such thing as society, Cameron has stressed that there is such a thing as society (suggesting the importance of social responsibility), but he added that 'it's just not the same thing as the state'. However, such ideas have yet to be turned into clear policy commitments, and there is evidence of a continuing commitment to certain Thatcherite ideas. This can be seen, for example, in the emphasis on society rather than the state, and also in the refusal to rule out a tax cutting agenda, even if economic stability now comes before the commitment to cut taxes.</p>

A01 (8 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-3 marks)	Limited knowledge and understanding of Thatcherism and of shifts under Cameron, or little up-to-date knowledge. Little evidence and few examples provided.
Level 2 (4-5 marks)	Sound knowledge and understanding of Thatcherism and of policy and ideological shifts under Cameron. Points supported by appropriate evidence and examples.
Level 3 (6-8 marks)	Comprehensive knowledge and understanding of the nature of Thatcherism and of policy and ideological shifts that have occurred under recent leaders but particularly Cameron. Good use of examples used to illustrate and explain points.
A02 (9 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-3 marks)	Limited analysis policy and ideological changes. Simple awareness of relevant similarities and differences.
Level 2 (4-6 marks)	Adequate analysis of policy and ideological changes, with some key similarities and differences between Thatcherism and contemporary policies and ideas identified.
Level 3 (7-9 marks)	Sophisticated analysis and evaluation of policy and ideological changes within the party, and a full identification of similarities and differences between Thatcherism and contemporary policies and ideas.
A03 (8 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary.
Level 1 (1-3 marks)	Little evidence of structure or coherence in the argument. A conclusion may be offered but its relationship to the preceding argument may be modest or implicit. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-5 marks)	Appropriately constructed and coherent arguments, with a clear link between the conclusion and the preceding discussion. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (6-8 marks)	Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the argument. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
2.(a)	Define representative democracy.
	Indicative content
	Representative democracy is a limited and indirect form of democracy. It is limited in that popular participation in government is infrequent and brief, being restricted to the act of voting every few years. Representative democracy is thus often associated with electoral democracy. It is indirect in that the public do not exercise power themselves: they merely select those who will rule on their behalf. This form of rule is democratic insofar as electoral and representative mechanisms establish an effective link between government and the people.
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
	<p><u>Allocation of marks</u></p> <p>1 mark each for demonstrating knowledge of any of the following points; 2 marks for detailed knowledge and understanding:</p> <ul style="list-style-type: none"> • link between representative democracy and elections • limited nature of popular participation • indirect participation • nature of representation • appropriate example <p>the mark scheme does not provide an exhaustive account of all relevant points</p>

Question number	Question
2.(b)	What are the main features of the UK's democratic system?
	Indicative content
	<p>The UK system of government is based on representative democracy. It has a number of key features. First, elections, regardless of the system used, are based on democratic rules. These include that there is universal adult suffrage, elections are free and fair, and elections are held regularly either within a maximum term of according to fixed terms. Second, the UK is a parliamentary democracy, in that Parliament is the central democratic institution, operating as a deliberative assembly which establishes an indirect link between government and the people. Parliament ensures that government is accountable to the people, in that they are formed as the result of parliamentary elections and only survive as long as they retain the confidence of the House of Commons. Third, the party system is democratic in that a number of parties compete for power, affording the public a choice of candidates and manifestos at election time. Fourth, democratic processes operating through elections and political parties are supplemented by the existence of pressure groups, which both broaden political participation and provide the public with an additional channel of communication with government, particularly in relation to particular issues. Fifth, in addition to democratic processes within central government, the UK has a system of elected local authorities and elected devolved bodies in Scotland, Wales and Northern Ireland. Sixth, representative democracy in the UK has increasingly been supplemented by the use of referendums, especially to resolve major constitutional issues. Referendums are a device of direct democracy.</p>
AO1 (7 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-3 marks)	Limited knowledge and understanding demonstrated of the features of the UK's democratic system, only one feature may be properly understood or the features are effectively listed rather than explained.
Level 2 (4-5 marks)	Sound knowledge and understanding demonstrated of the features of the UK's democratic system, with at least two key features clearly understood. Illustrative material appropriately used.
Level 3 (6-7 marks)	Comprehensive knowledge and understanding demonstrated of the main features of the UK's democratic system, with at least four key features clearly and fully understood. Good use made of illustrative material.
AO2 (3 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
<p><u>Allocation of marks</u> 1 mark each for the following points:</p> <ul style="list-style-type: none"> • Analysis of one of the features of the UK's democratic system (3 marks for adequate analysis of three features) 	

Question number	Question
2.(c)	How and why has the UK democratic system been criticised?
	Indicative content
	<p>The UK democratic system has been criticised on a variety of grounds. These include the following. First, there are a number of key non-elected institutions within UK government. The chief of these are the monarchy (the head of state) and the House of Lords, neither of which therefore enjoy democratic legitimacy or promote political participation. Second, various criticisms have been made of the electoral systems used in the UK, most notably of the simple plurality system used for Westminster elections. This allows governments regularly to be formed with less than 50 per cent of the popular vote and, arguably, discourages political participation because of the fear that votes may be ‘wasted’. Third, the UK’s party system is often seen to afford limited or inadequate democratic representation, as it is dominated by two main parties that operate as the only credible parties of government. Minor parties are therefore marginalised and under-represented in elected assemblies and in government. Fourth, pressure group power has been portrayed as a threat to democracy in the UK in a number of ways. These include that pressure groups may advantage the already rich and powerful, especially business groups; that pressure group leaders are not elected and therefore not publicly accountable; that the influence pressure groups exert is usually not subject to public scrutiny and that many pressure groups lack internal democracy. Fifth, the processes of parliamentary democracy are undermined by the fact that Parliament is, in most cases, subject to executive control, particularly as the government typically has a majority in the House of Commons. The UK system has therefore been described as an ‘elective dictatorship’. Sixth, membership of the EU has led some to allege that the UK suffers from a ‘democratic deficit’ in that a growing body of policy decisions are made by EU institutions over which the UK electorate has little democratic control, the European Parliament being a structurally weak institution.</p>

A01 (8 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-3 marks)	Limited knowledge and understanding demonstrated of criticisms of the UK democratic system. Limited awareness of the range of criticisms. Little evidence and few examples provided.
Level 2 (4-5 marks)	Sound knowledge and understanding demonstrated of criticisms of the UK democratic system. At least two main criticisms are clearly understood and an awareness is demonstrated of other criticisms. Points supported by appropriate evidence and examples.
Level 3 (6-8 marks)	Comprehensive knowledge and understanding demonstrated of key criticisms of the UK democratic system. At least four main criticisms should be addressed. Good use of examples and other illustrative material.
A02 (9 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-3 marks)	Limited analysis of arguments and explanations that highlight the defects or limitations of the UK's democratic system.
Level 2 (4-6 marks)	Adequate analysis of arguments and explanations that highlight the defects or limitations of the UK's democratic system.
Level 3 (7-9 marks)	Sophisticated analysis of arguments and explanations that highlight the defects or limitations of the UK's democratic system.
A03 (8 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary.
Level 1 (1-3 marks)	Little evidence of structure or a coherence in the argument. A conclusion may be offered but its relationship to the preceding argument may be modest or implicit. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-5 marks)	Appropriately constructed arguments, with a clear link between the conclusion and the preceding argument. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present
Level 3 (6-8 marks)	Well constructed arguments, with a clear sense of direction leading to a conclusion that flows from the argument. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
3.(a)	Distinguish between 'insider' and 'outsider' pressure groups?
	Indicative content
	Insider pressure groups enjoy regular, privileged and usually institutionalised access to government through routine consultation or representation on government bodies. Examples of insider pressure groups include business groups and trade unions. Outsider groups are either not consulted by government or consulted only irregularly and not usually at a senior level. Outsider groups exert influence on government indirectly via media-related or public-orientated campaigns or activities. Examples of outsider pressure groups include a variety of environmental and anti-roads groups. Many pressure groups employ both insider and outsider strategies.
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
	<p><u>Allocation of marks</u></p> <p>1 mark each for the following points:</p> <ul style="list-style-type: none"> • recognition that 'insider/outsider' status is linked a group's relation to government and the strategies adopted to exert influence • 'insider' strategies • 'outsider' strategies • example of an 'insider' group • example of an 'outsider' group <p>the mark scheme does not provide an exhaustive account of all relevant points</p>

Question number	Question
3.(b)	Why do some groups use 'insider' methods while other groups use 'outsider' methods?
	Indicative content
	<p>Many pressure groups seek insider status because this gives them greater influence, as it enables them to participate in the process of policy formulation. However, not all such groups are successful in achieving insider status. Pressure groups that enjoy insider strategies are usually distinguished by one of two features. First, they are often economic groups whose cooperation is essential to government in order to ensure that effective implementation of economic policy. These groups can 'penalise' government through non-cooperation. Second, they are groups that possess specialist knowledge and understanding that is valuable, even essential, in the formulation of effective policy. Groups that use outsider methods are often distinguished by two factors. First, their aims are out of step with the priorities of the government of the day - in which case they are denied insider status. Second, their members and supporters are often attracted by the fact that such groups are 'untainted' by close links with government. Outsider groups therefore often have a radical ideological orientation.</p>
A01 (7 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-3 marks)	Limited knowledge of strategies used by pressure groups. Limited range of strategies. Little use made of evidence and examples.
Level 2 (4-5 marks)	Sound knowledge of factors that affect the strategies of both insider and outsider groups, or a good understanding of one but a limited understanding of the other. Appropriate use made of evidence and examples.
Level 3 (6-7 marks)	Comprehensive knowledge of the factors that affect the strategies used by both insider and outsider groups. Good use of examples and illustrative material.
A02 (3 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Allocation of marks	
<ul style="list-style-type: none"> • 1 mark each for the analysis of each strategy adopted (up to a maximum of 3 marks) 	

Question number	Question
3.(c)	Why are some pressure groups more influential than others?
	Indicative content
	<p>The influence that pressure groups exert is determined by the resources available to them and the channels of access they are able to use. The resources available to pressure groups include the following: public sympathy for the group and its goals; the size of its membership or activist base; its financial strength and organisational capabilities; its ability to use sanctions that in some way inconvenience or disrupt government; and personal and institutional links it may have to political parties or government bodies. Although levels of public sympathy and the size of a group's membership clearly give it leverage over government, these often do not translate into clear influence over the direction of public policy. Many 'outsider' groups have high levels of public recognition but are routinely ignored by government, and there is sometimes an inverse relationship between the public profile of a group and its policy influence. On the other hand, 'insider' status, financial and organisational strength, and the strategic influence a group has over economic performance make it more difficult for government to ignore the views and demands of a pressure group. The most significant pressure groups are undoubtedly major corporations, which can routinely call upon this range of resources. Business influence has arguably increased as a result of economic globalisation, as this has given business groups a greater opportunity to relocate investment and production if tax regimes and regulations are insufficiently conducive to corporate profitability. On the other hand, new technology, and in particular the spread of mobile phones and the internet, has tended to diffuse political power amongst pressure groups more widely, allowing activist protest groups a greater capacity to communicate with sympathisers and to organise protests and demonstrations. This can be seen in the case of 'anti-capitalist' protests and environmental campaigns. Similarly, public-opinion campaigns can be highly effective, as the environmental lobby has demonstrated over the years in pushing green issues up the political agenda, forcing mainstream parties to take them more seriously.</p>

A01 (8 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-3 marks)	Limited knowledge and understanding demonstrated of the factors that affect the influence of pressure groups. Limited awareness of range of factors. Little use made of accurate evidence and examples.
Level 2 (4-5 marks)	Sound knowledge and understanding demonstrated of factors that affect the influence of pressure groups. Awareness of an appropriate range of factors. Evidence used to illustrate and explain points.
Level 3 (6-8 marks)	Comprehensive knowledge and understanding demonstrated of the factors that affect the influence of pressure groups. Good awareness of a range of factors. Wide range examples used to illustrate and explain points.
A02 (9 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-3 marks)	Limited analysis and explanation of strategies. Simple attempts to evaluate arguments.
Level 2 (4-6 marks)	Adequate analysis and explanation of the effectiveness of different strategies. Most arguments evaluated in the light of appropriate evidence.
Level 3 (7-9 marks)	Sophisticated analysis and explanation of the effectiveness of different strategies. Good evaluation of arguments in the light of appropriate evidence.
A03 (8 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary.
Level 1 (1-3 marks)	Little evidence of structure or coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-5 marks)	Appropriately constructed arguments, with a clear link between the conclusion and the preceding argument. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present
Level 3 (6-8 marks)	Well constructed arguments, with a clear sense of direction leading to a conclusion that flows from the argument. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
4.(a)	What are the features of the ‘first past the post’ electoral system?
	Indicative content
	<p>The ‘first past the post’ electoral system is used for the House of Commons and also for local elections. This system has a number of features. These include the following. First, the country is divided into a collection of single-member constituencies, usually of equal size (there are 646 in parliamentary elections). Second, voters select a single candidate, marking his or her name with a cross on the ballot paper (there is no preferential voting). Third, the winning candidate needs only to achieve a plurality of votes. A plurality is the largest number out of a collection of numbers, not necessarily an overall majority. This is the ‘first past the post’ rule, and it ensures a winner-takes-all outcome.</p>
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
	<p><u>Allocation of marks</u> 1 mark each for demonstrating knowledge of each of the following points; up to 2 marks for detailed knowledge and understanding:</p> <ul style="list-style-type: none"> • single member constituencies • a single vote for a single candidate • awareness of simple plurality rule • understanding of plurality • example of where the system is used <p>the mark scheme does not provide an exhaustive account of all relevant points</p>

Question number	Question
4.(b)	Explain the workings of TWO other electoral systems used in the UK.
	Indicative content
	Four other electoral systems are used in the UK. These are the Additional Member System (AMS), used for the Scottish Parliament, the Welsh Assembly and the Greater London Assembly; the Single Transferable Vote system (STV), used for the Northern Ireland Assembly; the 'closed' regional party list system, used for the European Parliament; and the Supplementary Vote (SV), used for the London mayor. AMS is a hybrid system, incorporating features from the 'first past the post' and party list systems. The balance between these differs in different parts of the UK and the regional or party list is used 'correctively' to deliver more proportional outcomes. STV is based on preferential voting, multimember constituencies and the use of a quota. The party list system allows the public to vote for parties, not candidates, and allocates seats from 'closed' party lists on a proportional basis. SV is a revised version of the alternative votes that allows votes to express a first and second preference and ensures that the winning candidate achieves at least 50% of the vote.
AO1 (7 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-3 marks)	Limited knowledge and understanding demonstrated of two other electoral systems. Simple attempt to explain their workings.
Level 2 (4-5 marks)	Sound knowledge and understanding demonstrated of two other electoral systems, or a comprehensive knowledge of one system and a limited understanding of the other. Some key features of the systems are explained.
Level 3 (6-7 marks)	Comprehensive knowledge and understanding demonstrated of two other electoral systems. The workings of each system are explained fully and clearly.
AO2 (3 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Allocation of marks	
1 mark each for the following points:	
<ul style="list-style-type: none"> • identification of differences between the systems • analysis of the workings of each system (1 mark for each system) 	

Question number	Question
4.(c)	Should proportional representation be introduced for Westminster elections?
	Indicative content
	<p>A variety of criticisms have been of the Westminster electoral system. These include the following. The system has been seen as a device for keeping major parties in power, in that it systematically 'over-represents' large parties and parties with geographically concentrated electoral support (the Labour and Conservative Parties). It has therefore sustained a duopolistic party system that has excluded other parties from power since 1945. Similarly, small parties and ones with geographically evenly distributed support are systematically 'under-represented' (the Liberal Democrats etc). In addition, governments are regularly elected with fewer than 50% of the popular vote, and the system can have seemingly random outcomes (large majorities for parties with less than 40% of the vote. On the other hand, supporters of the system highlight its benefits. These include the following. FPTP ensures mandate democracy, in that the winning party has the opportunity to carry out its election manifesto (unlike PR systems, which result in coalition governments). It provides the electorate with a clear choice of potential parties of government. It ensures strong and stable government, because governments have a majority control of the House of Commons, and so can carry through their policy programme and (usually) remain in power for a full term.</p>

A01 (8 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-3 marks)	Limited knowledge and understanding demonstrated of the arguments for and against the Westminster electoral system. Limited range of arguments. Little use of evidence.
Level 2 (4-5 marks)	Sound knowledge and understanding demonstrated of both the arguments for and against the Westminster electoral system. Awareness of at least two arguments on each side. Appropriate use of evidence.
Level 3 (6-8 marks)	Comprehensive knowledge and understanding demonstrated of both the arguments for and against the Westminster electoral system. Good awareness of a range of arguments on both sides. Good use of evidence or illustrative material.
A02 (9 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-3 marks)	Limited evaluation of relevant arguments. Simple attempts to analysis competing arguments, or a lack of balance.
Level 2 (4-6 marks)	Adequate evaluation of arguments for and against the Westminster electoral system. Some analysis of key arguments.
Level 3 (7-9 marks)	Sophisticated evaluation of arguments and explanations for and against the Westminster electoral system. Good analysis of competing arguments.
A03 (8 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary.
Level 1 (1-3 marks)	Little evidence of structure or coherence in the argument. A conclusion may be offered but its relationship to the preceding argument may be modest or implicit. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-5 marks)	Appropriately constructed arguments, with a clear link between the conclusion and the preceding argument. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (6-8 marks)	Well constructed arguments, with a clear sense of direction leading to a conclusion that flows from the argument. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Unit 2: Governing the UK

	A01	A02	A03	Total
Stimulus question (1 out of 2)				
(a)	5			5
(b)	7	3		10
(c)	8	9	8	25
Total (question)	20	12	8	40
Essay (1 out of 2)	20	12	8	40
Total (paper)	40	24	16	80

Question number	Question
1.(a)	What criticism is David Cameron making of Tony Blair's style of decision making in Source 1?
	Indicative content
	<p>Big political decisions it is now suggested are made according to source:</p> <ul style="list-style-type: none"> • Away from the full Cabinet forum • Exclusively in the PM's office • With no clear recording mechanisms • With no clear lines of accountability • In allegedly an arrogant manner
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
	<p><u>Allocation of marks</u></p> <ul style="list-style-type: none"> • 1 mark for an awareness of each feature identified in source.

Question number	Question
1.(b)	Explain the main functions of the Cabinet.
	Indicative content
	There are a range of functions which the Cabinet perform. It acts as a chamber or forum where major Government decisions are made, these may include a decision on major budget items or the decision to enter armed conflict such as the decisions to send troops in to combat. The Cabinet also functions as an information chamber where Government Ministers outline issues and progress within their departments and shares this detail with colleagues. The Cabinet in addition provides unity and leadership to the Government as a whole to show a united and committed approach to policy. In times of crisis the Cabinet provides emergency control bringing collective support and guidance. A further function is to review the legislative timetable for Parliament and make all senior Government Ministers aware of new Bills and legislation in the pipeline. The Cabinet has been seen to act as a training ground for future Prime Ministers.
AO1 (7 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 1-3	Limited knowledge and understanding of the functions of the Cabinet. There will be restricted development of the area with a partial or undeveloped picture provided.
Level 2 4-5	Sound knowledge and understanding of the main functions of the Cabinet. There will be some illustrative material but it will not be fully encompassing. One function may be clear but a there will remain elements not fully developed.
Level 3 6-7	Comprehensive knowledge and understanding of the main functions of the Cabinet. The response will be fully explained with appropriate illustrative material. Developed examples will show a depth of understanding.
AO2 (3 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
<u>Allocation of marks</u> 1 mark each for the following points: Analysis of one of the functions of the Cabinet (3 marks for adequate analysis of three features)	

Question Number	Question
1.(c)	To what extent have UK Prime Ministers become “Presidential”?
	Indicative content
	<p>A range of factors have been identified as contributing to a “Presidential” style of Prime Minister. Reference may be made to the factors outlined by Foley, these include: the culture of the outsider, where the PM is seen as a non-establishment figure on the side of the ordinary citizen; spatial leadership where the PM distances him or herself from the formal Governmental apparatus; the growth of bilateralism where the PM instead of conducting the bulk of meetings in a full Cabinet forum with a number of Ministers, by contrast chooses to hold “one to one” meetings with each Departmental Head or Secretary of State, this allows a greater leverage for the PM, instead of this being diluted and challenged in a full Cabinet; next there is the increasing focus of the media which puts a direct spotlight on the PM raising her or his profile above and beyond fellow colleagues.</p> <p>The drive to a “Presidential” style allegedly focuses on the person above issues and this downplays ideological or policy debate and raises the importance of style and individual characteristics. This can be seen in the personalised drive of current electioneering where the leader of a party is seen as far more important than its policies. This in turn has been implied to diminish the role of the political party in its former context and the leader is seen as the “brand image” to the loss of the political party. The PM is seen to have more direct contact with public, making a point to be seen at grassroots level. In addition the last 20 years has seen the growth of the PM’s Office and an increase in the number of staff. It is alleged that there has been a diminishing role for the Cabinet and decisions are made elsewhere in smaller groups and presented to the Cabinet simply to approve as opposed to discussing. It is further alleged that the decline of Parliament has enhanced or raised the prestige and power of the PM.</p> <p>However, the extent and reality of a “Presidential” style of Prime Minister may be challenged by pressures which curtail PM power. The Cabinet is still an important and instrumental part of the Government machine, it is noted that lack of support here was the factor which finally removed Mrs. Thatcher. The political party is not as enfeebled as often suggested and a PM who acts arrogantly will ultimately fall or be curtailed by its power, for instance backbench revolts can limit the legislative scope of the PM. The media which can deliver power can also damage the PM’s image. In the UK the constitutional arrangements can and do limit the PM, for instance the Constitutional Monarch acts as the Head of State not the PM. Likewise Parliament can act to censure the PM as noted in legislation but also in an open forum. Events can also act to undermine and restrict the PM, events over which the PM has no direct control or influence. The latter can also deliver failure in post for the PM which undermines his or her authority and image.</p>

AO1 (8 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 1-3 marks	Limited knowledge and limited understanding of the debate over the alleged emergence of a “Presidential” type PM. The emphasis will be driven by power of the PM as opposed to the precise area required.
Level 2 4-6 marks	Sound knowledge and understanding of the debate over the alleged emergence of a “Presidential” type PM. Evidence is cited in support but not fully developed.
Level 3 7-8 marks	Comprehensive knowledge and understanding of the debate over the alleged emergence of a “Presidential” type PM. Well documented and supportive evidence which underpins the concept.
AO2 (9 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1 - 3)	Limited analysis of the policy and ideological changes. Simple awareness of the debate but no clear evaluation and analysis.
Level 2 (4 - 6)	Adequate analysis of a possible UK “Presidential” type PM, with clear evaluation of the debate in an informed if not totally encompassing nature.
Level 3 (7 - 9)	Sophisticated analysis and evaluation of the concept of the alleged emergence of a “Presidential” type PM in the UK, a full consideration of the contested debate which surrounds this area.
AO3 (8 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary.
Level 1 (1-3 marks)	Little evidence of structured or coherent arguments. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-5 marks)	Appropriately constructed arguments, with a clear link between the conclusion and the preceding discussion. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (6-8 marks)	Well constructed arguments with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
2.(a)	According to the source, how is the protection of civil liberties being undermined?
	Indicative content
	<p>There source deals with a number of possible ways in which civil liberties are being undermined</p> <ul style="list-style-type: none"> • Governments undermine the civil liberties of citizens • The independence of the Courts has been undermined • There is an apparent contradiction in the Governments attempts to separate the Judiciary and the Executive • There is an apparent battle between the executive and the judiciary • The Judiciary is being increasingly called upon to protect the civil liberties of citizens and becoming the first port of call as opposed to MP's who previously carried out this role
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates;
<u>Allocation of marks</u>	
<ul style="list-style-type: none"> • 1 mark for an awareness of each feature identified in the source. 	

Question number	Question
2.(b)	Explain how judicial independence is achieved.
	Indicative content
	Judicial independence is achieved in the UK by a variety of methods. The concept of the separation of powers noted by Montesquieu is where the three arms of the state are kept distinct and apart without overlap of responsibility or personnel. Judges also enjoy security of tenure which means that they can make comments and reach decisions without being in fear of losing their position or being reprimanded. Judges are given good rates of pay this attracts a high calibre of personnel. No Parliamentary criticism of judicial activity can take place during a trial so again this puts the Judiciary in a privileged position. The Judiciary are not trained by the government and thus have an independent career route which is linked to the legal profession: an autonomous body. Lastly it is very difficult to remove judges from post.
AO1 (7 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-3 marks)	Limited knowledge and understanding of the independence of the judiciary. There will be restricted development of the area with a partial or undeveloped picture provided.
Level 2 (4-5 marks)	Sound knowledge and understanding of the independence of the judiciary. There will be some illustrative material but it will not be fully encompassing. One function may be clear but there will remain elements not fully developed.
Level 3 (6-7 marks)	Comprehensive knowledge and understanding of the independence of the Judiciary. The response will be fully explained with appropriate illustrative material. Developed examples will show a depth of understanding.
AO2 (3 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
<u>Allocation of marks</u> 1 mark each for the following points: <ul style="list-style-type: none"> • Analysis of one of the features of Judicial independence (3 marks for adequate analysis of three features) 	

Question number	Question
2.(c)	To what extent have civil liberties in the UK been eroded?
	Indicative content
	<p>The erosion of civil liberties have been noted due to several factors. The growth in state power at the expense of the individual has been identified, here the state with its bureaucratic arm can override individual rights. There has been a failure of legislation to achieve its desired effect, the Freedom Of Information (FOI) Act has not empowered the individual in a manner that was hoped for, similarly the European Convention of Human Rights has not delivered the array of civil rights as in other countries. There has been a considerable growth of Police powers over individual liberty, associated with this is the erosion of Habeas Corpus and the length of time a person can be detained without charge. In the main the latter has come from the growth of anti-terror laws. The possible introduction of ID cards will add to this. The growth of wider surveillance techniques again erodes civil liberties where an ever increasing number of CCTV cameras monitor citizens movements.</p> <p>However it may be argued that civil liberties have not been eroded. The introduction of European Convention of Human Rights into UK law has improved the availability of redress for citizens, likewise the FOI Act will deliver more openness and accountability from Government departments. There have been victories in the courts for the protection of Human Rights such as asylum detainees where the judiciary have found for the individual as opposed to the Government. There has been a growing use of the media in particular the internet to provide a platform to expand and develop free speech thus reaching a wider and more diverse audience than previously. The move to split the Home Office and create a Ministry of Justice moves some way to address the supposed erosion of civil liberties.</p>

A01 (8 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-3 marks)	Limited knowledge and limited understanding of the debate over the supposed erosion of civil liberties. Evidence will be incomplete or partial.
Level 2 (4-6 marks)	Sound knowledge and understanding of the debate over the supposed erosion of civil liberties. Evidence is cited in support but not fully developed.
Level 3 (7-8 marks)	Comprehensive knowledge and understanding of the debate over the supposed erosion of civil liberties in the UK. Well documented and supportive evidence which underpins the topic.
A02 (9 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1 - 3)	Limited analysis of policy and ideological changes. Simple awareness of the debate but no clear evaluation and analysis.
Level 2 (4 - 6)	Adequate analysis of the possible erosion of civil liberties, with clear evaluation of the debate in an informed if not totally encompassing nature.
Level 3 (7 - 9)	Sophisticated analysis and evaluation of the concept of the supposed erosion of civil liberties in the UK, a full consideration of the contested debate which surrounds this issue.
A03 (8 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Little evidence of structured or coherent arguments. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-5 marks)	Appropriately constructed arguments, with a clear link between the conclusion and the preceding discussion. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (6-8 marks)	Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
3.	How effective is Parliament in checking executive power?
	Indicative content
	<p>The Houses of Parliament have a range of methods by which they scrutinise the executive. Questioning is highly relevant and this takes several forms such as Prime Ministerial questions, Ministerial questions, and written and oral to government Ministers. Should a Prime Minister or government minister fail to impress in these questioning arenas this can cause considerable embarrassment or censure to the government. Parliamentary debates take place on salient and contemporary topics where governmental actions are probed. Debates took place on the decision to send troops to Iraq for instance. There are formal mechanisms for checking government actions through the adjournment processes and numerous routes to censure and monitor government. Formal opposition days are built into the Parliamentary calendar set aside for the agenda to be determined by the official opposition party. Legislation going through Parliament is scrutinised by standing committees. Departmental Select Committees (DSC) are permanent bodies to check defined areas of executive power. These committees have discovered flaws in executive actions in a range of areas. Ultimately Parliament has the key scrutiny power in that it can ask for a vote of confidence in the executive: this was last used in 1979 which saw the fall of the Callaghan Labour government. All of the above mechanisms and procedures ensure that Parliament is well equipped to check executive power.</p> <p>However it has been suggested that Parliament is less effective than supposed in the area of checking executive power.</p> <p>Questioning has may identified flaws, PM question time is seen as a charade, with the PM using it as an opportunity for spin and scoring points over the opposition party leaders. Likewise ministerial questioning is equally seen as a shambles with no real force used by parliament in the process, Government ministers are not put under any real pressure by the process. Parliamentary debates are party biased with the Government here and in standing committees having an in-built majority to defeat any real or meaningful censure. No special impact arises from the debating process and the procedures are seen as archaic and out of touch with the modern world. The opposition is limited by time, resources and numbers especially in the Commons to really check the executive. Legislation may be amended but seldom dropped as a result of the majority usually held by the government. DSC reports are often ignored and lack impact despite their credibility and worth. The process adopted by Parliament is not held in high esteem by the public and it is increasingly sidelined by the media.</p> <p>Pertinent political examples may be referenced to develop and enhance the response.</p>

A01 (20 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-6 marks)	Limited knowledge and understanding of Parliament's role in checking executive power. Supporting evidence will tend to be narrow in focus and restricted.
Level 2 (7 -13 marks)	Sound knowledge and understanding of Parliament's role in checking executive power. Information in support of the argument will be clear but not totally encompassing of the debate.
Level 3 (14 -20 marks)	Comprehensive knowledge and understanding of how effective Parliament is in being able to check executive power. Precise and detailed supporting information shows depth and clarity.
A02 (12 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-4 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallel and connections or similarities of differences.
Level 2 (5-8 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallel and connections or similarities of differences.
Level 3 (9-12 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallel and connections or similarities of differences.
A03 (8 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-2 marks)	Little evidence of structured or coherent arguments. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (3-5 marks)	Appropriately constructed arguments, with a clear link between the conclusion and the preceding discussion. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (6-8 marks)	Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
4.	Should the UK's constitution remain un-codified?
	Indicative content
	<p>The UK has an un-codified constitution. It derives from a number of sources some written others part of accepted conventions. This unique nature has given rise to many benefits and advantages implying that its nature should not be altered or fully written and codified as is the case with most countries. The un-codified nature provides numerous benefits. It is extremely flexible and changes can be introduced swiftly and with relative ease. Its nature is evolutionary, meaning that the constitution does not fossilise and it keeps abreast of the changes in the mores held by society. Its format gains widespread acceptance witnessed by the high degree of contentment from the general public: this is a testimony to its approval and thus a strength and a reason not to change format. The conservative argument “if it ain’t broke don’t fix it” is often cited, it works and functions so do not destroy a working model. Civil liberties are well defined and protected under the present constitutional arrangements. We do not have absolutism in government and the constitution provides process for both individual and group challenge to the government.</p> <p>However, it is equally possible to provide a case that the UK’s constitution should no longer remain in its un-codified form. It is argued that the un-codified constitution is too flexible, for Parliament and strong governments can change the constitution without constraints. Similarly it is argued that the constitution is antiquated and is not up to date both in content and its method of operation. Furthermore it is argued that the general public are ill informed as to the nature and operation of the constitution resulting in the fact that the constitution is ill defined and ethereal. Recent events prove that civil liberties are not well defined and tend to be eroded.</p> <p>Pertinent political examples may be referenced to develop and enhance the response.</p>

A01 (20 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1- 6 marks)	Limited knowledge and understanding of the form and nature of the UK constitution. Supporting evidence will tend to be narrow in focus and restricted.
Level 2 (7 - 13 marks)	Sound knowledge and understanding of the form and nature of the UK constitution. Information in support of the argument will be clear but not totally encompassing of all the issues.
Level 3 (14 - 20 marks)	Comprehensive knowledge and understanding of the form and nature of the UK constitution. Precise and relevant information is displayed with clarity of concepts and practice
A02 (12 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-4 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallel and connections or similarities of differences.
Level 2 (5 - 8 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallel and connections or similarities of differences.
Level 3 (9 - 12 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallel and connections or similarities of differences.
A03 (8 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Little evidence of structured or coherent arguments. Political vocabulary not always correctly used. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-5 marks)	Appropriately constructed arguments, with a clear link between the conclusion and the preceding discussion. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (6-8 marks)	Well constructed arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Unit 3: Key Themes in Political Analysis

3A: UK Political Issues

	A01	A02	A03	Total
Short questions	5	7	3	15
Essays	12	24	9	45
Synopticity		12		
Total (paper)	27	45	18	90

Question Number	Question
1.	Why has the issue of pensions become a major political issue?
	Indicative content
	The pensions crisis emerged in the 1990s due to an aging population, the collapse of many private schemes, and increased life expectancy. Left of Labour and many liberals believed the real value of the old age pension should be restored after years of erosion (index linking as opposed to earnings linked) Pensioner Groups like Help the Aged agreed. Disputes over where additional finance could be found - out of general taxation or through increased N.I. contributions. Different solutions were proposed including compulsory private schemes (favoured by Labour leaders), people working longer (a plan to be adopted), voluntary private schemes with generous tax allowances. Turner report recommended people working longer - disputes over its conclusions.
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	A weak or inaccurate knowledge and understanding of the controversy demonstrated with only generalisations. A small number of random points of relevance will be made.
Level 2 (2-3 marks)	Sound knowledge and understanding of positions of parties demonstrated and awareness of conflicts within parties and among pressure groups. Knowledge of party and pressure groups attitudes will be limited and incomplete.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding demonstrated of positions of parties and awareness of conflicts within parties and among pressure groups. Accurate description of the main points of conflicts.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Weak analysis of the controversy with superficial generalisations of conflicts.
Level 2 (3-5 marks)	Adequate analysis of positions of parties and of conflicts within parties and among pressure groups. Minor analysis of party and pressure groups attitudes.
Level 3 (6-7 marks)	Sophisticated analysis of positions of parties and of conflicts within parties and among pressure groups.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of structured or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question Number	Question
2.	Why has the prison population risen so much in recent years?
	Indicative content
	<p>There are two main reasons why this has occurred. Primarily sentencing policy has changed. The government has prescribed more mandatory and minimum sentences, notably for crimes of violence. This forces the hand of judges who might otherwise have been inclined to be lenient, giving shorter or non custodial sentences.</p> <p>Secondly there has been a growth in the incidence of serious crimes which carry custodial sentences, such as violence, robbery, and firearms offences.</p> <p>In general, therefore, more offenders are now being sent to prison, typically for longer periods. Other reasons include increases recidivism and reductions in the early release of prisoners on parole or on the basis of so called good behaviour.</p> <p>It is also true that the law now allows more young offenders to be sent to adult prisons.</p>
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Knowledge and understanding demonstrated of one reason for an increase in prison population .
Level 2 (2-3 marks)	Knowledge and understanding demonstrated of at least two reasons for an increase in prison population, explained accurately.
Level 3 (4-5 marks)	A thorough knowledge and understanding of the issue is demonstrated. Two reasons very well explained or a wide range explained in less detail.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Limited analysis, why the changes are having an impact on prison population with only a superficial recognition of the factors involved.
Level 2 (3-5 marks)	Adequate analysis of why the changes are having an impact on prison population.
Level 3 (6-7 marks)	Sophisticated analysis of why the changes are having an impact on prison population.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Limited evidence of structured and coherent arguments. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed and coherent arguments. Adequate use of appropriate political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question Number	Question
3.	Why are 'environmental taxes' controversial?
	Indicative content
	Environmental taxes refers to taxes which are designed to reduce emissions, save energy, improve conservation etc. Main examples have been fuel tax, tax on flights, carbon taxes on companies. Basic controversy lies between political groups that oppose rises in taxes, notably 'stealth taxes'. They argue that such taxes do not work, depress economic activity and are levies in an unequal way. Motoring groups, for example, argue that they bear the brunt. Note the anti fuel tax lobby's success. Greens, liberals and many from main parties, however, favour green taxes. Note recent Conservative conversion to them as a means of environmental protection. Labour leadership has been lukewarm while professing general support. Treasury may be reluctant to raise taxes because of political consequences. There is always tension between environmentalists and anti tax lobbies.
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 marks)	Limited knowledge and understanding of green taxes and of positions of parties and pressure groups demonstrated.
Level 2 (2-3 marks)	Sound knowledge and understanding of environmental taxes demonstrated. Adequate knowledge and understanding of the positions of parties and some pressure groups demonstrated
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of green taxes and the issues surrounding them demonstrated. Accurate knowledge and understanding of the positions of parties and key pressure groups demonstrated.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2marks)	Limited or dated analysis on environmental taxes and controversies involved.
Level 2 (3-5 marks)	Adequate analysis on environmental taxes and controversies involved.
Level 3 (6-7 marks)	Sophisticated analysis on why environmental taxes have been controversial and the position of parties
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed and coherent arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments and explanations. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question Number	Question
4.	Explain how governments since 1997 have used tax and welfare policies to relieve poverty.
	Indicative content
	The attack on poverty, especially child poverty, was declared a major government objective in 1997. Problems arose over the definition of poverty. The government's definition - below 40% of average income - was stricter than the UN definition. Thus estimates vary between 40,000 and 1 million being taken out of poverty. Conservatives claim the statistics hide true levels of deprivation, as do groups such as CPAG, Shelter and groups representing the elderly, e.g. poor quality of housing for many. Lib Dems support government but believe more still can be done, especially for pensioners. On the other hand government can claim large reductions in those falling below the poverty line in income terms. Policies such as tax credits and welfare to work have undoubtedly pulled many families out of the poverty trap.
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	A weak or inaccurate knowledge and understanding of the controversy demonstrated with only generalisations. A small number of random points of relevance will be made.
Level 2 (2-3 marks)	Sound knowledge and understanding demonstrated of the basic issues. Some knowledge and understanding of controversy will be shown, but knowledge of party and pressure group attitudes will be limited and incomplete.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding demonstrated of the issue and how the war on poverty has been waged. Strong knowledge and understanding of positions of parties and pressure groups with full awareness of why the outcomes of the policies are in dispute. There will be good knowledge shown of contemporary statistics.
AO2 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Evaluation of the government's performance will be one dimensional, limited or weak.
Level 2 (3-5 marks)	Sound analysis of the government's performance and little explanation of the policies disputed. Limited evaluation.
Level 3 (6-7marks)	Sophisticated analysis of the governments performance and in-depth explanations of why the success or otherwise of policies is disputed, including the quality and cogency of the evaluation.
AO3 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed and coherent arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question Number	Question
5.	Why have anti-terrorism measures, adopted in the UK since 2001, been criticised?
	Indicative content
	Measures have included the detention of suspects for up to 28 days without charge (government wanted 90 days), incitement to religious hatred clauses in terrorism acts, increased police powers of search and surveillance, police action over Jean Charles de Menezes, Forest Gate raid etc. Human Rights lobby has been active in opposition to draconian measures and curtailment of basic rights. Muslim groups see measures as discriminatory. However, Conservatives have been broadly supportive. The judiciary have opposed many measures on the grounds of rights infringement but also claim they make bad law. Fundamental ideological conflicts exists between those who place security first, and those who see rights as paramount.
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding demonstrated of the anti-terror measures adopted with little understanding of why they have been controversial.
Level 2 (2-3 marks)	Sound knowledge and understanding demonstrated of the anti-terror measures adopted and why they have been controversial.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding demonstrated of the anti-terror measures adopted and why they have been controversial.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Limited analysis, with only a superficial understanding of the anti-terror measures.
Level 2 (3-5marks)	Adequate analysis of why the anti-terror measures have been controversial and limited evaluation of different party positions on the issue.
Level 3 (6-7 marks)	Sophisticated analysis of why the anti-terror measures have been controversial and in-depth evaluation of different party positions on the issue.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed and coherent arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question Number	Question
21.	To what extent have British political parties become 'green' parties?
	Indicative Content
	Green politics has come to the forefront of British politics. Such issues as climate change, emissions control, sustainability are all high on the agenda owing to research (Stern Report for example) and international agreements. Liberal democrats have long since proposed such policies as green taxes, strict targets on emissions, green building regulations etc. Labour has followed and has been prominent in international discussions, notably in enforcing Kyoto, promoting traded carbon licences etc. Under Cameron, Conservatives have come round to green politics, supporting stricter emissions targets for the UK, and accepting the need for controls on air movements, vehicle emissions etc. However the green movement and Liberal Democrats argue the main parties are not serious, are too moderate and are simply adopting environmental policies for electoral purposes.
A01 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding of parties and 'green' issues.
Level 2 (5-8 marks)	Sound knowledge and understanding, of parties and their stance on 'green' policies.
Level 3 (9-12 marks)	Comprehensive and detailed knowledge and understanding of parties and their stance on 'green' policies.
A02 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis, of green policies from recent years with little or no evaluation. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of why green policies have been adopted in recent years and sound evaluation of the different party positions. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of why green policies have been adopted in recent years with strong evaluation of the different party positions on the issues involved. Clear identification of parallels and connections or similarities and differences.

A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Little evidence of coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Appropriately constructed and coherent arguments and explanations. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints / perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions.
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Question Number	Question
22.	'Despite substantial increases in public expenditure since 1999, the quality of state health and education provision has declined.' Discuss.
	Indicative content
	Since 2000 there have been impressive increases in expenditure on both, with spending on health, for example, set to be doubled between 2000 and 2010. There have been some advances with increasing numbers of schools reaching performance targets, more beacon schools coming on stream and the introduction of specialist academies. In health most waiting list and A and E figures are improved. Cure rates for heart disease and many cancers have improved. However there are continuing issues. In education persistently high truancy rates, many schools still failing, high dropout rates at 16 and a number of other problems. In health there have been problems with staffing in some areas and many hospital trusts have fallen into debt. There are criticisms that too much of the funding has been lost through excessive pay hikes, poor management and excessive use of management consultants. Some argue that only 25%-40% of the increased funding on health has gone on actual treatments. The government claims the improvements outweigh the problems, while others, notably Conservatives and RCN and BMA claim that much of the funding has been wasted in health. In education teaching unions remain sceptical.
AO1 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding demonstrated of state health and education reforms. Little evidence and few examples provided.
Level 2 (5-8 marks)	Sound knowledge and understanding demonstrated of state health and education reforms.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding demonstrated of state health and education reforms. Accurate knowledge of different party positions.
AO2 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis over how successful the reforms have been. Little or no evaluation of different party positions on this issue. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of the controversy over how successful the reforms have been. Sound evaluation of different party positions on this issue but limited exploration of different viewpoints and examples. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of the controversy over how successful the reforms have been. Strong evaluation of different party positions on this issue and exploration of different viewpoints with good examples. Clear identification of parallels and connections or similarities and differences.

A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of structure or coherence in the discussion. A conclusion may be offered but its relationship to the preceding argument may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with coherent links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints / perspectives on the question, or a one sided appreciation of the question. Simple awareness pf how the viewpoints shape political analysis and result in competing arguments and rival conclusions.
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Question Number	Question
23.	How 'successful' has UK economic policy been since 1997?
	Indicative content
	There have been both successes and failures in the period. Some of these have been widely acknowledged, such as sustained growth but high levels of personal indebtedness, others are disputed, such as the competitiveness of the economy and poverty reduction. The main successes include consistent growth, low unemployment, low inflation and low interest rates. The main apparent failures lie with high levels of personal and public debt, lack of capital investment and persistent levels of poverty in the economy. It is also argued that taxation overall has become too high. Brown can claim to have largely conquered boom and bust, but this has partly been at the cost of higher taxes and public borrowing.. It can also be argued that the success has been due to good fortune, such as a buoyant housing market, and favourable international conditions, though the government will point to successful policies such as the minimum wage, interest rate policy and care with public finances in the early part of the period. Conservatives argue that the success cannot be sustainable and problems lie ahead. The government counters, suggesting that there is now long term stability.
AO1 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding demonstrated of UK economic policy Little evidence and few examples provided.
Level 2 (5-8 marks)	Sound knowledge and understanding demonstrated of UK economic policy with a good range of apparent successes and failures included. Points supported by appropriate evidence and examples.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding demonstrated of UK economic policy. Will show a thorough knowledge of the performance of different aspects of the economy throughout the period. There will be a good range of statistics deployed to illustrate the arguments.
AO2 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of political information, arguments and explanations. Little or no evaluation as to why the performance is disputed. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of the performance of the economy and of government policies. Sound analysis of why the economic performance is disputed. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of the performance of the economy and of government policies. Exemplar analysis of different party positions. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.

A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of structure or coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with coherent links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints / perspectives on the question, or a one sided appreciation of the question. Simple awareness pf how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Unit 3: Key Themes in Political Analysis

3B: Introducing Political Ideologies

	A01	A02	A03	Total
Short questions	5	7	3	15
Essays	12	24	9	45
Synopticity		12		
Total (paper)	27	45	18	90

Question number	Question
6.	Why has anarchism been linked to utopianism?
	Indicative content
	Utopianism is a belief in the unlimited possibilities of human self-development expressed in a belief in the possibility of establishing a perfect or ideal society. A negative connotation often associated with utopianism is that such ideas are impossible or unachievable because perfection does not take account of the realities and complexities of human nature. Anarchism is linked to utopianism because it is distinguished by the belief that political authority in all shapes and forms can be abolished and replaced by absolute freedom. This faith is rooted in highly optimistic views of human nature of the capacity of intuitions, such as common ownership or market capitalism, to generate natural harmony. Critics of anarchism suggest that such views are utopian in the negative sense.
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding demonstrated of utopianism and limited recognition of its relationship to anarchist theory.
Level 2 (2-3 marks)	Sound knowledge and understanding demonstrated of the utopian basis of anarchist ends, probably linked to views of human nature.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding demonstrated of utopianism and be able to apply to anarchism in either its positive or negative sense. The strongest responses will consider both senses of the term utopian.
A02 (7marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-3 marks)	Limited analysis of utopianism and the relevant features of anarchism, and a rudimentary evaluation of the links between the two.
Level 2 (4-5 marks)	Adequate analysis of utopianism and the relevant features of anarchism, and a satisfactory evaluation of the links between the two.
Level 3 (6-7 marks)	Sophisticated analysis of utopianism and of the relevant features of anarchism, and an effective evaluation of the links between the two.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed and coherent arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
7.	Why do liberals fear concentrations of power?
	Indicative content
	The liberal fear of power derives from a belief in individualism. Self-interested individuals will, if they have power over others, use their position to benefit themselves, probably at the expense of others. The greater the power, the greater the capacity for abuse, and therefore the greater the corruption. Acton's warning that 'power tends to corrupt and absolute power corrupts absolutely' thus expresses the core liberal belief that all systems of rule are potential tyrannies against the individual, but that tyranny will almost certainly flow from a system of rule in which power is concentrated. Liberals seek to limit concentrations of power through internal and usually institutional constraints on government that attempt to fragment power and create a network of checks and balances. These include devices such as the separation of powers, parliamentary government, bicameralism, federalism and so on. This is why liberals believe that 'liberty is power cut into pieces'.
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding demonstrated of the liberal view of power, with explanation being limited to a description of means of bringing about fragmentation.
Level 2 (2-3 marks)	Sound knowledge and understanding demonstrated of the liberal view of power, with an awareness of the heightened concern about concentrations of power.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding demonstrated of liberal view of power that clearly explains the particular concern about concentrations of power, supported by an awareness of the benefits of fragmentation.
AO2 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-3 marks)	Limited analysis of liberal arguments in favour of fragmenting government power.
Level 2 (4-5 marks)	Adequate analysis of liberal arguments in favour of fragmenting power and of key devices of fragmented government.
Level 3 (6-7 marks)	Sophisticated analysis of liberal arguments in favour of fragmented power and of devices which will achieve this end.
AO3 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed and coherent arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
8.	On what grounds have conservatives defended property?
	Indicative content
	The traditional conservative justification for private property is based on a number of considerations. First, conservatives have emphasised the value of property in providing people with a source of stability in an insecure world, and have, as a result, highlighted the importance of thrift. This is reflected in the notion of a property-owning democracy. Second, conservatives have traditionally believed that property is an exteriorisation of one's own personality, in the sense that people 'see' themselves in what they own. Third, they have held that property ownership helps to promote healthy social values and attitudes in that it encourages citizens to be law-abiding and to respect property; and that property ownership provides people with security in an insecure world. Neoliberal conservatives, on the other hand, justify property on the basis of a liberal belief in merit and the entitlement to own what one's labour has produced, although this should not be portrayed as the basic or traditional conservative view.
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 marks)	Limited knowledge and understanding demonstrated of conservative support for property, but only a limited awareness of the bases of this support.
Level 2 (2-3 marks)	Sound knowledge and understanding demonstrated of conservative justifications for property or may demonstrate a good or better understanding of just one argument or position.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding demonstrated of at least two different conservative justifications for property. The very best answers will recognise differences between traditional conservative and neoliberal justifications for property.
AO2 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-3 marks)	Limited analysis of conservative arguments in favour of property with little recognition of differences between traditional conservative and neoliberal views.
Level 2 (4-5 marks)	Adequate analysis of conservative arguments in favour of property, with some recognition of differences between traditional conservative and neoliberal views.
Level 3 (6-7 marks)	Sophisticated analysis of conservative arguments in favour of property, clearly recognising differences between the traditional conservative and neoliberal positions.
AO3 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 marks)	Little evidence of coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed and coherent arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
9.	Explain how socialists have sought to advance collectivism.
	Indicative content
	Collectivism is the belief that collective human action is morally and practically superior to individual self striving. Socialists have supported collectivism because it corresponds to their view of human nature, which stresses that humans are essentially social creatures bound together by a common humanity. Collectivism thus strengthens social bonds and promotes co-operation rather than self-defeating competition, benefiting both the individual and society. Socialists have promoted collectivism in a variety of ways. These include: trade unionism and a stress on class solidarity; welfare systems and redistributive tax structures which strengthen social responsibility and particularly a concern for the less well-off; and forms of common ownership, ranging from workers' self-management through to state collectivisation, that promotes co-operation and a sense of collective economic identity and interest (Note: collectivism should not be mistaken for collectivisation, although the latter can be viewed as a means of promoting the former).
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding demonstrated of the bases of collectivism with only a limited understanding of ways in which it has been advanced.
Level 2 (2-3 marks)	Sound knowledge and understanding demonstrated of the bases of socialist collectivism and of at least two ways in which it has been advanced.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding demonstrated of the bases of socialist collectivism and of a range of methods through which collectivism has been advanced.
AO2 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-3 marks)	Limited analysis of collectivism and a rudimentary explanation of socialist strategies and their impact on collectivism.
Level 2 (4-5 marks)	Adequate analysis of collectivism and a sound explanation of how particular socialist strategies have advanced collectivism.
Level 3 (6-7 marks)	Sophisticated analysis of collectivism and an effective explanation of how particular socialist strategies have advanced collectivism.
AO3 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of coherent arguments or explanations. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed and coherent arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments and explanations. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
10.	Why have some anarchists favoured capitalism?
	Indicative content
	Although anarchism is often associated with a fierce rejection of capitalism, individualist anarchists have usually favoured capitalism, a tendency which in its most radical form has led in the direction of so-called anarcho-capitalism. This link between anarchism and capitalism has two bases. First, capitalism has been associated, particularly in the eyes of free-market economists, with personal freedom, and unrestricted freedom is the core principle of anarchism. Capitalist freedom grants the individual freedom of choice over economic and social matters. Second, capitalism is based on a system of self-regulating market competition which tends towards equilibrium (Adam Smith's 'invisible hand'). As such, capitalism substitutes itself from the state as a means of ensuring order, the difference being that this order is compatible with absolute freedom.
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding demonstrated of anarchism and capitalism, but only a rudimentary awareness of links between the two.
Level 2 (2-3 marks)	Sound knowledge and understanding demonstrated of the link between anarchism and capitalism, but a more limited explanation of the basis of that link.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding demonstrated of the nature of capitalism and of its association with freedom and statelessness.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-3 marks)	Limited analysis of anarchist arguments in favour of capitalist economic forms.
Level 2 (4-5 marks)	Adequate analysis of anarchist arguments in favour of private property and market capitalism.
Level 3 (6-7 marks)	Sophisticated analysis of anarchist arguments in favour of private property, the market and capitalist organisation.
A03 (3marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed and coherent arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
24.	'Conservatism is ruling class ideology.' Discuss.
	Indicative content
	<p>'Ruling class ideology' can be defined generally or in terms of Marxism. In general terms, a ruling class ideology is an ideology that favours the interests of the rich and powerful, and so bolsters their position in society. In Marxism, the term has a technical definition, which is linked to 'false consciousness' and the role of ideology in deluding the proletariat and preventing it realising its revolutionary destiny. Conservatism has often been criticised (by Marxists but also by liberals, social democrats and others) as an expression of ruling-class self-interest. This position is supported by the fact that conservative political doctrines have tended to be supported by dominant or privileged groups or appear to protect their interests. This can particularly be seen in relation to traditional conservative theories and ideas. For example, the commitment to tradition legitimises the status quo and thus the position of currently dominant groups; support for hierarchy and authority suggests that equality is unnatural and undesirable, and that rulers should rule; and the belief in property to favours those who own property rather than those who do not. Even types of conservatism that support reform, such as paternalistic conservatism, do so, arguably, in order to protect class privileges in the long run - reform helps to reconcile the less well-off to their social position. New Right ideas have also been criticised as ruling class ideology, in that deregulated market competition allows the rich to get richer and the poor to get poorer. The counter argument is that conservatism has sometime shown a genuine interest in the plight of the poor (one nationalism), or that New Right doctrines are anti-establishment and egalitarian (supporting meritocracy rather than hierarchy, for example).</p> <p>There are two main viewpoints on this question: one advanced by critics of conservatism and the other by conservatives themselves. Critics usually subscribe to egalitarian ideologies, notably socialism but some may also subscribe to liberalism. From their perspective, conservatism is intrinsically linked to the interests of the propertied and privileged, and this is evident in both conservative values and ideas and also in the practical application of these ideas. Conservatives, by contrast, deny the link between their views and narrow class interest, and argue that their ideas address larger issues, which are beneficial to all elements in society, or, in some cases, address the particular needs of the less well-off.</p>
AO1 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding demonstrated of conservative ideas and belief. Limited understanding of differences within conservatism. Little evidence and few examples provided.
Level 2 (5-8 marks)	Sound knowledge and understanding demonstrated of the key ideas of conservatism, or a good understanding of a limited range of conservative theories. An understanding of key differences within conservatism. Points supported by appropriate evidence and examples.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding demonstrated of the key theories, ideas and practices of conservatism. A thorough understanding of the relevant beliefs of traditional conservatism and the New Right. Good use of relevant examples and illustrative material.
AO2 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.

A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of structure coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with coherent links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments and explanations, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Simple awareness pf how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the viewpoints and how they shape political analysis and result in competing arguments and rival conclusions.

Question number	Question
25.	'Liberal democracy is a contradiction in terms.' Discuss.
	Indicative content
	<p>Liberalism's relationship with democracy is ambivalent although, since the eighteenth century, liberalism has been associated with support for democratic reform, few liberals have endorsed democracy unreservedly. This is reflected in the dual nature of liberal democracy, which reflects an endorsement of democratic rule but also a fear of unrestrained popular power. Liberals have supported democracy for a variety of reasons. These include that in establishing a system of public accountability it protects the individuals against over-mighty government; that political participation, in the form of voting or holding public office, promotes personal self-development and political education; that political equality in the form of universal adult suffrage ensures formal equality amongst individuals; and that wide and equal access to policy formulation generates equilibrium amongst the competing groups in society. However, liberal concerns about democracy include that it is inherently collectivist and so may be insensitive to individual needs and interests; that it results in a tyranny of the majority that threatens individual rights; and that democratic pressures are often associated with an increase in economic and social intervention which undermines the fragile balance of the market economy. This ambivalence is evident in liberal democracy's attempt to balance popular political participation against the protection of individual rights.</p> <p>There are two main perspectives on this question: one, advanced by liberals themselves, which highlights the compatibility between liberalism and democracy, and the other, advanced by some liberals and by critics of liberalism, which suggests the incompatibility between liberalism and democracy. The former position emphasises the benefits of democracy in achieving core liberal aims, such as individual freedom, limited government personal development. On the other hand, some liberals have emphasised the basic tension between democracy and individualism. Critics of liberalism, often socialists and usually Marxist, have gone further and suggested that liberalism reflects capitalist class interests and so is concerned to keep democracy at bay.</p>
A01 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding demonstrated of the nature of liberal democracy and a limited awareness of liberal arguments about democracy or an understanding of only one side of the argument.
Level 2 (5-8 marks)	Sound knowledge and understanding demonstrated of the nature of liberal democracy and an awareness of liberal arguments both in favour of and against democracy.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding demonstrated of the nature of liberal democracy and of a range of liberal arguments both in favour of democracy and against democracy.
A02 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.

A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of coherence in the discussion. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with coherent links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments and explanations, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints / perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the viewpoints and how they shape political analysis and result in competing arguments and rival conclusions.

Question number	Question
26.	To what extent has the history of socialism been characterised by a retreat from core principles?
	Indicative content
	<p>There is much evidence that the history of socialism has been marked by a retreat from traditional principles. Early or nineteenth-century socialism was characterised by fundamentalist and often revolutionary principles. These were associated with ideas such as common ownership and absolute equality achieved through the abolition and replacement of capitalism. Marxism and anarcho-communism were the clearest expressions of this form of socialism. The advent of evolutionary or parliamentary socialism from the late nineteenth century onwards can be seen as a retreat from traditional principles in that it resulted in an accommodation with liberal constitutionalism, political pluralism and electoral democracy. Traditional principles were further undermined by the advent of revisionist socialism in the mid-twentieth century. Social democracy came to practise the politics of social justice rather than the politics of ownership, collectivist principles being replaced by an emphasis on redistribution and welfare, meaning that social democracy increasingly overlapped with modern liberalism. Further retreats can be associated with the collapse of communism, and therefore the declining significance of Marxism, in the 1989-91 period, and the renewal of revisionism in the 1980s and 1990s which witnessed either the modernisation of social democracy or its replacement by 'third way' ideas and positions that have a post-socialist character. Level 2 responses should at least recognise the significance of the transition from fundamentalist to revisionist ideas. Level 3 responses should demonstrate a broad grasp of trends within socialist ideology and give clear attention to the principles that characterise each.</p> <p>There are two main perspectives on this question. Many socialists and some of their critics would argue that the history of socialism has been marked by a process of revisionism, with core principles such as equality, cooperation and common ownerships being re-defined or marginalised through the transition from communism to social democracy and later to 'new' social democracy. Some neorevisionists, on the other hand, argue that socialism has changed only in relation to means and not ends. What has been abandoned is not a model of socially just and equal society but the traditional methods through which such a society was to be brought about. Common ownership, for example, was only a means of promoting greater equality, and not a particularly effective one at that.</p>
AO1 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding demonstrated of the history of socialism and a rudimentary understanding of core socialist principles.
Level 2 (5-8 marks)	Sound knowledge and understanding demonstrated of the history of socialism and a reliable understanding of core socialist principles and an awareness of their changing significance.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding demonstrated of the history of socialism and a good understanding of core socialist principles and their changing relevance in the light of the fundamentalist, revisionist, and neo-revisionist traditions.
AO2 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.

A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with coherent links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments and explanations, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints / perspectives on the question, or a one sided appreciation of the question. Simple awareness pf how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Unit 3: Key Themes in Political Analysis

3C: Representative Processes in the USA

	A01	A02	A03	Total
Short questions	5	7	3	15
Essays	12	24	9	45
Synopticity		12		
Total (paper)	27	45	18	90

Question number	Question
11.	How significant are mid-term elections?
	Indicative content
<p>Candidates should be able to recognise that mid-term elections often have a substantial impact on US politics in a variety of ways, including:</p> <ul style="list-style-type: none"> • The standing/authority of the President is likely to be affected. The resounding victory of the Republican Party in the 1994 mid-terms threatened to destroy the Presidency of Bill Clinton while the success of the Republican Party, as the party of strong defence in the 2002 mid-terms, strengthened to position of President George W Bush. • The balance of power within the main parties may be affected. The success of the Contract with America in 1994 bolstered the influence of the right wing of the Republican Party and undermined moderates. Conversely, the role of moderates in the success of the Democrats in the 2006 mid-terms has moved the centre of gravity towards the centre in the party. • The tactics/strategies for the subsequent Presidential election are heavily influenced by the outcome of mid-term elections. The success of the right wing agenda in 1994 led to a similar platform in 1996. The success of the Republican Party reaching out to its base and largely ignoring independents in 2002 led to the same strategy being adopted in the 2004 election. The failure of this strategy in 2006 may lead to a different approach to the 2008 Presidential election. <p>There are, however, occasions when they do little to alter the political picture, such as in 1998.</p>	
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of the outcomes of midterm elections that have had a substantial political impact since 1994.
Level 2 (2-3 marks)	Sound knowledge and understanding of the outcomes of midterm elections that have had a substantial political impact since 1994.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of the outcomes of midterm elections that have had a substantial political impact since 1994.
AO2 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Limited analysis, with only a superficial recognition of ways in which midterm elections have had an impact on aspects of the US political system.
Level 2 (3-5 marks)	Adequate analysis of no more than two ways in which midterm elections have had an impact on aspects of the US political system.
Level 3 (6-7 marks)	Sophisticated analysis of a variety of ways in which midterm elections have had an impact on aspects of the US political system.

A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of structured or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments and explanations. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
12.	Explain the key factors that influence electoral turnout.
	Indicative content
	<p>Candidates should be able to recognise that non-participation may be due to practical difficulties, including:</p> <ul style="list-style-type: none"> • Voter mobility. Almost one-fifth of American voters move to a new location every five years. Many of them may not have met the registration requirements for them to be able to vote or may not have registered to vote in their new location. The “motor voter” act of 1993 was introduced to allow voters to register when they renew or change their address on their driving licence, but does not appear to have made a significant impact. • Voter fatigue. American voters have the opportunity to vote in very many elections at local, State and Federal levels, not only for legislative and executive positions but also for judicial posts, referenda and initiatives, revisions to State Constitutions and such bodies as school boards. For many of these posts there are also primaries held. Voters who find the range of elective positions confusing or who become jaded with the frequency of elections may choose not to participate • State restrictions. Some States limit the participation of adults who have served a prison sentence or suffered mental illness. In 13 States, a felony conviction results in disenfranchisement for life. In the 2000 Presidential election this meant that over 200,000 people in Florida alone were excluded from the electoral process despite have “paid their debt to society”. <p>Candidates should also be able to recognise that some people may choose not to vote, reasonably believing that their vote will not make any difference. Such reasons include:</p> <ul style="list-style-type: none"> • In many districts, one candidate or party is so dominant that the election does not represent a meaningful contest, which does not encourage voting (eg Senator Edward Kennedy who was first elected in 1962, was not opposed in the 2000 Democratic Primary and won the election with 73% of the vote). • American elections, especially at the federal level, are extremely expensive which leads many voters to believe that the eventual victor will be more concerned with meeting the needs of their financial backers than the needs of voters, thereby making voting pointless. • Politicians have proved unable to effectively address many of the issues which are of greatest concern to the poor and vulnerable in American society, such as racial tension and spiralling healthcare costs. The least wealthy Americans are least likely to vote. • Voters may feel that they make more of an impact through direct participation in groups which campaign for issues which are important to them than by voting. Low participation in elections could be directly related to high participation in Pressure Groups.
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of the pattern of voting of Americans.
Level 2 (2-3 marks)	Sound knowledge and understanding of the pattern of voting of Americans.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of the pattern of voting of Americans.
AO2 (9 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-3 marks)	Limited analysis, with only a superficial recognition of the factors that influence the patterns.
Level 2 (4-6 marks)	Adequate analysis of no more than two factors that influence the patterns.
Level 3 (7-9 marks)	Sophisticated analysis of a variety of factors that influence the patterns.

A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of structured or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments and explanations. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments and explanations. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
13.	Explain the various methods used by pressure groups to influence the Supreme Court.
	Indicative content
	<p>Candidates should demonstrate an awareness that interest groups can use amicus briefs to support cases which impact on issues which concern them or may initiate test cases which can lead to a change in the law. Attracting less public attention, pressure groups may also seek to influence judicial opinion through contributions to scholarly law journals. Candidates may choose any area of public policy but are likely to focus on gun control, abortion or race.</p> <p>Famous examples, such as the NAACP's pivotal role in <i>Brown v. Board of Education</i> (Desegregation) or the NRA's role in <i>US v. Lopez</i> and <i>Printz v. US</i> (Gun Control) are likely to be cited. Candidates may also be able to cite more recent cases such as the Supreme Court citing the influence of amicus briefs in <i>Grutter v. Bollinger</i> (Affirmative Action), the role of the Civil Liberties groups in the 2004 rulings that detainees at Guantanamo Bay were entitled to legal representation and the role of the Gay Rights groups in cases which have struck down discriminatory laws <i>Laurence v. Texas</i> and legalised gay marriage in Massachusetts.</p> <p>Candidates may point out that interest groups tend to make use of the judicial process at times, or on issues, when there is inadequate public support for their cause to make changes through Congress or State legislatures. Their analysis should also demonstrate awareness that public policy made through the judicial process may be seen as lacking legitimacy and prove difficult to enforce, such as desegregation in the South and gay marriage outside of Massachusetts.</p>
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of the methods used by Pressure Groups to influence the judicial branch.
Level 2 (2-3 marks)	Sound knowledge and understanding of the methods used by Pressure Groups to influence the judicial branch.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of the methods used by Pressure Groups to influence the judicial branch.
AO2 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Limited analysis, with only a superficial recognition of the effectiveness of the methods used to influence the judicial branch of government, with little by way of supporting illustrations.
Level 2 (3-5 marks)	Adequate analysis of the methods used to influence the judicial branch of government, supported by a few illustrations.
Level 3 (6-7 marks)	Sophisticated analysis of the methods used to influence the judicial branch of government, supported by a variety of illustrations.
AO3 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of constructed or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments and explanations. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
14.	What is meant by 'party renewal', and has it happened?
	Indicative content
	<p>Candidate should recognise that the term 'party renewal' relates to increased ideological cohesion within the two main parties, offering voters a clearer ideological choice than in the past.</p> <p>Those arguing that party renewal has happened, may point to the 2004 presidential election illustrating that the extent to which both parties expect to base electoral victory on mobilising their core ideological support rather than reaching out to independent or uncommitted voters. They may also point to the rise of social and fiscal conservatives in the Republican Party and liberals at the top of the Democratic Party.</p> <p>Candidates who wish to argue that US politics has not seen a resurgence in political parties could point to the prominence of prominent moderates in the Republican Party such as former Mayor of New York, Rudolph Giuliani, his successor, Michael Bloomberg, Governor Arnold Schwarzenegger of California and Senator John McCain as well as the success of conservative Democrats in the 2006 midterm elections, some of whom are to the right of moderate Republicans on social issues such as abortion.</p>
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of theories, and evidence, of party decline and renewal
Level 2 (2-3 marks)	Sound knowledge and understanding of theories, and evidence, of party decline and renewal.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of theories, and evidence, of party decline and renewal.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 mark)	Limited or dated analysis, with only a superficial recognition of developments in US political parties over the past fifteen years with little by way of supporting illustrations.
Level 2 (3-5 marks)	Adequate analysis of the extent to which the main parties have become more ideologically cohesive, supported by a restricted range of illustrations.
Level 3 (6-7 marks)	Sophisticated analysis of the extent to which the main parties have become more ideologically cohesive, supported by illustrations.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	<p>Little evidence of structured or coherent arguments. Political vocabulary not always correctly used.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 2 (2 marks)	<p>Appropriately constructed arguments. Proper use is made of political vocabulary.</p> <p>The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.</p>
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
15.	Why have critics asserted that affirmative action should be declared unconstitutional?
	Indicative content
	<p>Candidate should recognise that two sets of arguments are advanced in support of the view that affirmative action should be declared unconstitutional.</p> <p>One view is that Affirmative Action is unfair because it penalises those people who do not benefit from it. This includes the arguments that:</p> <ul style="list-style-type: none"> • The central American values are fairness and equality for everyone. Policies which appear to favour one group over others are out of step with American values • It uses one form of discrimination to compensate for another. All discrimination causes fear and anxiety. African Americans continue to experience the fear of discrimination, now Affirmative Action has extended that fear to white Americans making the overall situation worse rather than better • Affirmative Action is a form of compensation by whites for slavery and Jim Crow. But why should today's white Americans pay for the sins of their forefathers, especially as their forefathers may have nothing to do with slavery and Jim Crow? And what about the role of African Americans themselves in slavery? Some free blacks were themselves slave owners so why can their descendents benefit from Affirmative Action? <p>Another view is that Affirmative Action fails in its objectives because it penalises its intended beneficiaries. This includes the arguments that:</p> <ul style="list-style-type: none"> • Affirmative Action encourages its beneficiaries to have unrealistic expectations of their prospects. Students who gain entry to elite colleges because of Affirmative Action despite weak grades, may be ill-equipped to cope with the academic demands • Affirmative Action encourages its beneficiaries to be lazy. Why work hard if Affirmative Action programs virtually guarantee progress? • Because Affirmative Action programs have been in place for decades and have the appearance of becoming permanent, they send the message to its main beneficiaries, African Americans, that they cannot, and never will be able to, compete with other races on equal terms which is bad for their self-esteem and self-confidence • Equally damaging is the message they send to other races that African American success is not really due to ability, determination and hard-work but due to "preferential treatment"
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of some of the arguments against Affirmative Action, presented in very general terms.
Level 2 (2-3 marks)	Sound knowledge and understanding, likely to focussed on only one strand of argument against Affirmative Action.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding, including an understanding that there are two strands of argument used by opponents of Affirmative Action.

A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-3 marks)	Limited analysis, with only a superficial recognition of the variety of arguments which may be deployed against Affirmative Action.
Level 2 (4-5 marks)	Adequate analysis of a variety of arguments which may be from one strand of opposition to Affirmative Action.
Level 3 (6-7 marks)	Sophisticated analysis of a variety of arguments, from both strands of opposition to Affirmative Action.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of structured or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
27.	'US pressure groups are undemocratic.' Discuss.
	Indicative content
	<p>Candidates should demonstrate that they understand the competing two views on this issue.</p> <p>On one side, it is argued that US society is dominated by a power elite. According to this view, the wide range of opportunities to influence people in power can only be effectively exploited by pressure groups which have large memberships, effective lobbyists, effective lawyers and considerable wealth. Those most able to achieve all of these goals tend to be those who already dominate society in terms of group numbers or wealth. The less wealthy and minorities, by contrast, tend to lack the organisation, political connections and lack the voting power to make themselves heard in the corridors of power. Consequently, the US political landscape, designed to promote maximum accountability of politicians, has the opposite effect and provides a system which can be used by the already wealthy and powerful to entrench their privileges.</p> <p>On the other side of the argument it is claimed, that even if it appears that one section of society is dominant, US society is so open with multiple opportunities for everyone to be heard that all groups may make a contribution to shaping their society.</p> <p>According to this view, some of the most significant changes in recent times have been to the benefit of the kind of minority groups which the elitist theorist argue are largely excluded from the corridors of power. For example, <i>Brown v. Board of Education</i> transformed the South, <i>Roe v. Wade</i> meant that vulnerable women no longer had to resort to back-street abortions; <i>Lawrence v. Texas</i> meant that laws which discriminated against gays were declared unconstitutional and, in 2004, gay marriage was permitted in Massachusetts. Political scientists who believe that the USA provides a healthy pluralist political system argue that none of these advances would have been possible if a small, wealthy, white, conservative elite controlled all meaningful power.</p> <p>There are two main viewpoints on this question. One, advanced by critics of the role played by Pressure Groups in the USA, argues that they tend to concentrate power, contrary to the aims of the Founding Fathers, enabling the wealthy and powerful to exert disproportionate influence, further entrenching their privileges. The other, supportive of the role played by Pressure Groups, argues that Pressure Groups tend to diffuse power, in a manner consistent with the designs of the Founding Fathers by providing opportunities, through multiple access points, for everyone to be heard and make a contribution to shaping their society.</p>
A01 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding of relevant arguments. Limited range of arguments addressed. Little evidence and few examples provided.
Level 2 (5-8 marks)	Sound knowledge and understanding of both sides of the argument, but with a narrower awareness of different arguments. Points supported by appropriate evidence and examples.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding of key ideas and arguments for and against the view that US Pressure Groups are undemocratic.

A02 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.
A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of structure coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the viewpoints and how they shape political analysis and result in competing arguments and rival conclusions.

Question number	Question
28.	Are third parties able to make a significant impact on US policies?
	Indicative content
	<p>Candidates should demonstrate an awareness that the role of Political Parties in a democracy is to be a vehicle for ensuring that the concerns of all groups are properly considered when policies are being developed, but that they have the potential to be vehicles to promote the interests of a wealthy, influential minority.</p> <p>In recent elections voters on the left of the political spectrum have voted for the Democratic Party while voters on the right have voted for the Republicans. Ideologically, therefore, there is little vacant territory for minor parties and the first-past-the-post electoral system encourages voters to cast a vote in favour of one of the two main parties to keep out the party they most dislike, even when the alternative is not very attractive. It would appear, therefore, that minor parties are unable to play a significant role in influencing those in power and policy formulation.</p> <p>Additionally, there are a range of practical difficulties faced by minor parties, including:</p> <ul style="list-style-type: none"> • Many States have restrictive regulations which make it difficult for candidates to be included on the ballot unless they have already demonstrated (by raising signatures) that they have significant levels of support. This often causes expensive distractions from campaigning by the candidates who may have the fewest resources. • “Straight-ticket voting”, which allows voters to back all the candidates of one party in all the positions being contested, penalises minor parties which may have not have candidates for all posts. Minor candidates receive, on average, twice as many votes in districts that do not allow straight ticket voting. • Campaigns are getting steadily more sophisticated and expensive and minor parties often have limited funds and expertise at their disposal. • Campaign finance laws, at both federal and State levels, base financial assistance for candidates on their performance at the previous election. Parties which did not stand, or did not do well, at the previous election will not receive funding support while candidates for the main parties usually will. <p>Candidates may point out that, despite these obstacles, minor parties periodically enjoy electoral success.</p> <ul style="list-style-type: none"> • At the local level, third parties have had some electoral such as the Liberal Party in New York; Jesse ‘the body’ Ventura was elected Governor of Minnesota in 1996 and Vermont has returned an independent Congressman and an independent Senator to Washington DC in recent years. • In presidential elections third party candidates have also had some impact in recent years. Ross Perot forced the issue of the budget deficit to be debated in the 1992 presidential campaign and the 18.9% of the vote he won may have been pivotal in denying George Bush Snr a second term. Ralph Nader forced the issue of the environment to be debated and the 2.7% of the vote he won was almost certainly pivotal in denying Al Gore the presidency in the 2000 presidential election campaign. <p>Political parties, in a democracy should contribute to policy formulation, provide vehicles for all sections of the population with opportunities to influence policy. This question invites candidates to debate whether minor parties able to make a contribution to this process. There are two main viewpoints on this issue. One emphasises the obstacles to minor party participation in the political process, rendering largely irrelevant any issues not adopted/promoted by the two major parties. The other emphasises ways in which minor parties are able to influence the political agenda, even when failing to win elections, thereby advancing issues which the major parties treat as peripheral.</p>

A01 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding of relevant arguments. Limited range of arguments addressed. Little evidence and few examples provided.
Level 2 (5-8 marks)	Sound knowledge and understanding of both sides of the argument, but with a narrower awareness of different arguments. Points supported by appropriate evidence and examples.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding of the obstacles faced by minor parties as well as the impact they are able to make. Awareness demonstrated of a range of arguments. Accurate examples used to illustrate and explain points.
A02 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.
A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints / perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Question number	Question
29.	To what extent does racism continue to be an issue in US politics?
	Indicative content
	<p>Candidates should recognize that the issue remains controversial because there are (at least) two mutually incompatible viewpoints on why some racial groups, most notably African Americans, continue to fare less well than other groups.</p>
	<p>From, one point of view, the principles of the Constitution to “establish Justice... and secure the Blessings of Liberty” have never been applied on a colour-blind basis, and that those racial minorities which have been actively pushed to the margins of society continue to lack the means, as a direct consequence of racial discrimination, to access the opportunities available to other racial groups who were not subject to similar discrimination.</p>
	<p>Furthermore, it is argued that racial discrimination is not only a feature of the past. Civil Rights groups continue to have to fight a variety of measures which combine to push African Americans to the margins of society in ways which hark back to the days of Jim Crow. These would include use traffic enforcement as a justification to investigate African Americans and other minorities in numbers far out of proportion to their presence on the road (racial profiling); sentencing laws which penalise users of crack cocaine, who are overwhelmingly black, more harshly than users of powder cocaine who are overwhelmingly white (mandatory minimums) and the loss of the right to vote, for life, of people who have committed serious crimes, such as the selling of crack cocaine (disenfranchisement).</p>
	<p>In sum, this viewpoint argues that the USA began as institutionally racist, has done too little since to eliminate racism from society and continues to foster racial discrimination.</p>
	<p>The opposing viewpoint, while acknowledging that not all people have been treated equally, argues that the inclusive language of the Constitution has provided openings for previously excluded groups to make demands on the conscience of the nation and that it is now possible for all to play a full role in the mainstream of society. If previously marginalized racial groups fail to play a full role in society, therefore, they should examine whether they have done enough to take advantage of the opportunities that American society offers.</p>
	<p>Candidates may wish to examine these viewpoints through analysis of the arguments deployed by each side on the best approach to enhance the inclusion of all racial groups. Those who argue that racism has never been properly addressed, and is an ongoing problem, advocate the continuation and extension of affirmative action programmes as the best means of ensuring meaningful equality of opportunity for all. Those who argue that there are no longer any meaningful barriers to full participation in society oppose affirmative action and argue that they should either be abolished or replaced with forms of support which are not race-conscious.</p>
	<p>The issue at the heart of this question, which candidates may discuss from a variety of viewpoints, is whether the USA has produced the appearance, but not the reality, of a meritocracy. One point of view argues that the experience of a range of ethnic groups have demonstrated that discrimination is no bar to success in the USA and that, therefore, government intervention is not required to ensure a “level playing field”. The opposing viewpoint is that specific groups continue to be disadvantaged by the continuing consequences of past discrimination and that political authorities have a moral and constitutional responsibility to take affirmative action to ensure that there is genuine equality of opportunity.</p>

AO1 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding of relevant arguments. Limited range of arguments addressed. Little evidence and few examples provided.
Level 2 (5-8 marks)	Sound knowledge and understanding of both sides of the argument, but with a narrower awareness of different arguments. Points supported by appropriate evidence and examples.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding of America's history of discriminating against minority racial and ethnic groups and that this has made, and continues to make, a substantial impact on US politics in a variety of ways. Awareness demonstrated of a range of arguments. Accurate examples used to illustrate and explain points.
AO2 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.
AO3 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of structure or coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments and explanations, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints / perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Unit 3: Key Themes in Political Analysis

3D: Structures of Global Politics

	A01	A02	A03	Total
Short questions	5	7	3	15
Essays	12	24	9	45
Synopticity		12		
Total (paper)	27	45	18	90

Question number	Question
16.	Why is sovereignty now widely viewed as an outdated concept?
	Indicative content
	<p>Advanced answers will discuss sovereignty in its various dimensions - legal, political, economic and military. They will also examine the relevance of state sovereignty given globalization. The Treaty of Westphalia established the supremacy of state sovereignty. This has restricted the ability of external forces to intervene in the domestic affairs of a state. However given the rise of organisations such as the European Union it is arguably more difficult to maintain meaningful sovereignty. Similarly the increased use of military intervention, in Bosnia, Kosovo and Iraq, indicates a reduction in the significance attached to state sovereignty.</p> <p>Advanced answers should include evidence to suggest that there is still significance to sovereignty, such as by outlining the rise of nationalism, and the reaction to supranationalism.</p>
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	A weak or inaccurate account of state sovereignty, with little knowledge and understanding of its importance in global politics.
Level 2 (2-3 marks)	Sound knowledge and understanding of the principle of state sovereignty and awareness of the impact of globalization on state sovereignty and the dominance of the nation state.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of the principle of state sovereignty. Excellent understanding of the implications of state sovereignty for international politics, and of the realist belief that national interest defines policy making. Comprehensive awareness and knowledge of the rise of international organisations and globalization and their impact on state sovereignty.
AO2 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Weak analysis of state sovereignty given, overly simplistic and one-sided.
Level 2 (3-5 marks)	Adequate analysis of the relative importance of state sovereignty in global politics and of the extent to which sovereignty is declining. Awareness must be made that state sovereignty remains a major concept in global politics.
Level 3 (6-7 marks)	Sophisticated analysis of the extent to which state sovereignty has been undermined by globalization and by international organisations such as the EU. Answers will include balance, with some emphasis given to the view that the nation state remains the dominant actor in global politics and state sovereignty is still significant.

A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of structured or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
17.	What are the implications of bipolarity for global order?
	Indicative content
	<p>In a bipolar international system two states or two coalitions of states dominate. Bipolarity is mainly associated with the Cold War period as the international system revolved around two superpowers, the USSR and the USA. Other states defined their foreign policies in terms of their relationships with the superpowers.</p> <p>International systems are subject to change, and some analysts argue that the increased permanence of alliances leading to bipolarity make major conflicts inevitable. Institutions designed to ensure peace in a multipolar world such as the League of Nations and the United Nations then become impotent as the bipolar blocs prepare for conflict. However it is also argued that there is too much flexibility in a multipolar system and peace depends on the willingness of states to form alliances when their national interest may suggest neutrality or isolation is preferred. Arguably the bipolar Cold War proved that a tense peace is preferable to the conflicts found under multipolarity.</p>
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Weak or inaccurate knowledge and understanding demonstrated of bipolarity, and confusion over the influence of bipolarity on global security.
Level 2 (2-3 marks)	Sound knowledge and understanding of bipolarity as a concept and knowledge of the Cold War bipolar struggle between the USA and USSR. Answers are likely to assume that bipolarity is relatively stable because of Mutually Assured Destruction.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of bipolarity as a concept in global politics. Knowledge of the impact of bipolarity on global order, using examples, and in particular knowledge of the confrontational international system that develops with rival power blocs and a zero-sum power struggle.
AO2 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Weak analysis of the impact of bipolarity for global order. One sided and inaccurate accounts which largely ignores the political debate over the issue of bipolarity.
Level 2 (3-5 marks)	Adequate analysis of the impact of bipolarity, with particular emphasis of the relative stability of the Cold War period. A more one-sided account, which ignores or underestimates the great tension of bipolarity.
Level 3 (6-7 marks)	Sophisticated analysis of the impact of bipolarity on the international system. Answers will assess the argument that bipolarity brings security because international relations are dominated by two powers or power blocs. Discussion will also analyse the extent to which bipolarity makes conflict more likely because of inevitable confrontation between the superpowers. Of course, nuclear weapons and MAD have made the argument that bipolarity makes conflict inevitable redundant.

A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary.
Level 1 (1 mark)	Little evidence of structured or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
18.	Explain the main criticisms of the IMF.
	Indicative content
	<p>The International Money Fund is one of the key actors in the international political economy, and with particular relevance to development. The formation of the IMF stemmed in part because many believed that the Great Depression and World War II were partly caused by inflation, lack of currency convertibility and other economic problems that characterised the inter-war period (1919-1939). To address future economic problems the allies met in 1944 at Bretton Woods to set up the World Bank and the IMF. Almost all countries are now members of the IMF, whose primary function is to maintain exchange rate stability by giving short-term loans to countries with balance of payments problems caused by trade deficits or heavy loan repayments. The IMF receives funds from wealthier members and in 2000 had \$114 billion in reserve. During 2000 the IMF had \$69 billion in outstanding loans to 96 member states, all of which were economically less developed countries (LDCs) or countries in transition (CITs) to a free-market economy, such as Russia and Poland. The IMF loans money to states that are experiencing problems which are harming faith in their currency. This lack of faith in the currency causes instability because people both abroad and at home become less willing to accept the country's money. To counter this instability the IMF loans a state hard currency (usually US Dollars) to support its currency or to restructure its international debt.</p> <p>The IMF has played an important role in restoring monetary stability, particularly in LDCs and CITs, but also in 'wealthy' states such as the UK in the 1970s. However, there are many critics of the IMF, and in recent years it has become a focus of the struggle between the North and the South. There are two main controversies; vote distribution and Structural Adjustment Programs (SAP).</p> <p>The vote distribution of the IMF's board of directors is based on member-states' contribution to the IMF fund. Thereby, the US has 18% of the votes, the EU has 31% (EU15) and Canada has 3%. This gives control to a few countries that constitute less than 10% of the IMF membership. Similarly, LDCs have little power in decision making.</p> <p>The second criticism of the IMF is that it imposes unfair and severe economic conditions on already indebted and impoverished states. The SAP, to which recipients of IMF loans have to agree, require states to move towards capitalism by privatising state-run enterprises, reducing trade barriers and facilitating capital flows (thereby promoting foreign ownership of domestic firms), reducing social programmes to cut budget deficits (health and education thereby suffering) and devaluing currencies. Critics of the IMF argue that the SAP violates state sovereignty and harms living standards by cutting social services and reducing growth in order to balance budgets. Defendants of the IMF counter such arguments by stating that the existing policies caused the monetary instability or crisis in confidence. It is only sensible, therefore, that the IMF requires financial reforms to address the underlying problems.</p>
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	A weak or inaccurate account of the IMF and poor, superficial knowledge and understanding of the criticisms made against it.
Level 2 (2-3 marks)	Sound knowledge and understanding of the main criticisms of the IMF, with emphasis on the SAP and voting rights.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of criticisms of the IMF, including its role, the SAP and dominance of the IMF by the Global North who give most money but arguably do not understand the problems and development needs of LDCs.

A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Weak analysis of the criticisms of the IMF.
Level 2 (3-5 marks)	Adequate analysis of the main criticisms, but rather one-sided and simplistic.
Level 3 (6-7 marks)	Sophisticated analysis of the main arguments with assessment of their validity.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of structured or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed or coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
19.	Explain the significance of the way in which membership of the United Nations Security Council is determined?
	Indicative content
	A thorough consideration of the question with an emphasis on the arguments about the composition of the Security Council (SC). The Permanent 5 were those major powers that existed at the end of WWII. Arguably the power distribution has changed greatly since then and reforms need to be made which reflect the power and status of Japan and Germany, or that the EU should replace the UK and France as permanent member. Similarly India has legitimate claims for a permanent seat given its population and growing economy, and South Africa or Nigeria could be granted a permanent seat to represent Africa. But Japan's quest for a permanent seat has caused great concern in China and S Korea. The veto enjoyed by the P5 further complicates matters. The veto hinders the workings of the SC. Perhaps the nature of the veto itself needs to be addressed, to require 2 Permanent members to block a resolution, for example? UNSC consensus is already difficult to achieve and extending permanent membership to India, Japan, S Africa, Brazil etc would make consensus even more problematic.
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	A weak or inaccurate account of the membership of the UN Security Council, with poor knowledge and understanding of the permanent status and the importance of this.
Level 2 (2-3 marks)	Sound knowledge and understanding of the membership of the UNSC and how this was determined. Also showing understanding of attempts to increase the permanent membership of the SC and of resistance to expansion plans.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of the membership of the UNSC and understanding shown of the logic behind the P5 and the veto. Knowledge of plans to expand permanent status to more states and of the moves by some of the P5 to resist change. Knowledge also is illustrated of the non-permanent membership of the UNSC.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Weak analysis of the significance of UNSC membership, with inaccurate and one-sided assertions.
Level 2 (3-5 marks)	Adequate analysis of the significance of UNSC membership, with emphasis on the permanent members and an awareness of the implications of expansion and the desire for some members to resist expansion.
Level 3 (6-7 marks)	Sophisticated analysis of the significance of UNSC membership, with particular emphasis on the permanent members and their reaction to those nation states that are determined to gain permanent membership.

A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of structured or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
20.	Explain the link between regionalism and globalization.
	Indicative content
	Regionalism, like globalization can take many forms, including economic (regional trade blocs), security (military alliances) and cultural. Some have argued that globalization is merely regionalism and that the growth of regional bodies such as the EU refutes the notion of globalization. Others argue that the growth of regionalism is a response to and an aspect of globalization. That is, many nations have formed or joined regional organisations in response to globalization and its threat to the nation-state.
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	A weak or inaccurate account of regionalism and globalization. Limited knowledge and understanding and inaccurate examples given, definitions are incomplete, misplaced and confused.
Level 2 (2-3 marks)	Sound knowledge and understanding of regional organisations and of globalization. Definitions given, but examples may be imprecise and limited.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of regionalism and of globalization including clear definitions and examples.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Weak analysis of the link between regionalism and globalization, and mistaken or flawed arguments given.
Level 2 (3-5 marks)	Adequate analysis of the link between regionalism and globalization. Assessment is less balanced some confusion is likely.
Level 3 (6-7 marks)	Sophisticated analysis of the link between regionalism and globalization, with understanding and assessment of both arguments.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of structured or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
30.	'The EU has not become a federal superstate.' Discuss.
	Indicative content
	<p>Federalism is a favoured system of government of large, culturally diverse states. It involves the division of political power between the core and periphery. Certain issues will be reserved for the centre, such as defence, foreign affairs and macroeconomic policy, while others will be retained by the periphery (or individual member state) such as social and welfare services, education and perhaps some penal codes. Inevitably there is conflict between the central and peripheral bodies, which can be settled by signing a constitution which stipulates where the jurisdictions of the centre and the periphery lie.</p> <p>European federalists believed the European Communities (EC) would enable members to move 'beyond the nation state'. The establishment of a directly elected Parliament and moves towards Qualified Majority Voting were important and the Maastricht treaty set in motion the transfer of power of key areas to the federal centre. Macroeconomic power is largely held in the centre, by the European Central Bank in Frankfurt for all member states of the Euro-zone. National governments are unable to subsidise industries that compete with firms from other EU states. Government spending is restrained by the convergence criteria and federalists are trying to bring convergence in taxation rates.</p> <p>In reality the EU is both an intergovernmental organisation through institutions such as the Council of Ministers, the European Council and to a certain extent the European Parliament and a supranational one through institutions such as the European Court, the European Central Bank and the Commission. Students need to explain why these institutions are supranational. They need to be able to assess the power of these institutions, particularly in comparison to the Council of Ministers.</p> <p>Clearly although the EU bears some of the hallmarks of a federal superstate, ultimate power is still held by the member states. Tax raising powers of the EU itself is limited and a lack of interest in EU elections is becoming widespread. This implies that voters do not yet think the elections are important. Better students will discuss the EU Constitution and Qualified Majority Voting, which is essential for a truly federal organisation. The difficulties in developing a Common Foreign Policy and the clear lack of cohesion and unity over Iraq give illustration of the 'progress' needed before the EU could be described as a federal superstate.</p>
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Weak or inaccurate knowledge and understanding of the federal and confederate structures of the EU.
Level 2 (2-3 marks)	Sound knowledge and understanding of supranational and intergovernmental aspects of the EU, but fewer and less well illustrated examples.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of both federal, supranational bodies and confederate, intergovernmental elements of the EU. Excellent knowledge of different aspects of the EU and the decision making processes.

A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Weak and flawed analysis of the extent to which the EU has developed into a federal superstate. Partial awareness of parallels and connections or similarities and differences.
Level 2 (3-5 marks)	Adequate analysis of the extent to which the EU has developed into a federal superstate. Analysis is rather simplistic and less developed or one-sided. Satisfactory identification of parallels and connections or similarities and differences
Level 3 (6-7 marks)	Sophisticated analysis of the extent to which the EU has developed into a federal superstate, and excellent assessment of the arguments of why this has not occurred. Clear identification of parallels and connections or similarities and differences.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of structured or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. The exposition will be controlled and the deployment logical. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Question number	Question
31.	To what extent is globalization merely another name for US imperialism?
	Indicative content
	<p>Globalization is the ‘widening, deepening and speeding up of worldwide interconnectedness’. Some argue that this process is reducing the power and influence of the nation-state. The spread of economic liberalism has meant that states are losing authority to supranational institutions such as the IMF, World Bank, WTO and EU, and to multinational firms which can promise foreign direct investment, but at a price. Critics of globalization argue that it is actually spreading US domination around the globe. They claim that states are being coerced into accepting neo-classical economic policies such as free trade, reduced government spending, higher taxes yet lower subsidies, in order to reduce their international debt to Western banks and institutions such as The World Bank and the IMF, which themselves are US-dominated. US imperialism, they argue, has arisen from the drive for economic growth, for US Dollars. It is not traditional colonialism whereby a powerful state would invade another state and impose its own citizens as rulers. Instead, the US is able to persuade a state’s own government to adopt US-favoured policies. It is imperialism without military force.</p> <p>Candidates should also explain that although globalization is occurring it need not mean that the world is being colonized by the US. As the world becomes more interdependent and interconnected, the ability of governments to dictate behaviour inside their state will be changed. The CNN culture is here to stay, but it is being joined by Sky, the BBC and by Al Jazeera. Nevertheless, the narrowness of the political debate amongst the major parties has much to do with the demise of communism. Globalization speeded up the process of economic liberalism but it has not had the biggest effect on national politics. The most important impact of all was the ending of the Cold War and its effect on the political left. The demise of socialism has combined with globalization to promote market democracies and trade. This is not the same as US imperialism, even if the leading market democracy is the US.</p>
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Weak or inaccurate knowledge and understanding of globalization.
Level 2 (2-3 marks)	Sound knowledge and understanding of globalization and of the criticisms made against it, particularly concerning the spread of US political economic structures and policies.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of globalization, and excellent awareness of criticisms that globalization entails Americanization or the spread of capitalism and free trade.

A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Weak analysis of globalization, with flawed and inaccurate arguments. Partial awareness of parallels and connections or similarities and differences.
Level 2 (3-5 marks)	Adequate analysis of arguments for and against globalization, but with imbalanced discussion and an overly anti-American and journalistic stance. Satisfactory identification of parallels and connections or similarities and differences
Level 3 (6-7 marks)	Sophisticated analysis of arguments for and against globalization with balanced discussion of the extent to which globalization merely spreads US economics, products and culture on the rest of the world. Clear identification of parallels and connections or similarities and differences.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of structured or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints / perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Question number	Question
32.	Is China now a superpower?
	Indicative content
<p>To consider this question candidates need to examine the characteristics of a superpower. The main criteria are: military, economic, cultural/social and diplomatic/political power.</p> <p>In terms of military power China has nuclear weapons and has the largest army in the world. However, China has limited means of projecting a military force outside of East Asia. The Chinese navy is weak in comparison with the US and its military hardware is a generation behind that of the USA. The present weakness of China is clearly illustrated in its failure to resolve the issue of Taiwan to its advantage - although both Hong Kong and Macau have returned to Chinese sovereignty. Nevertheless, China has recently launched a massive missile construction program, moreover it has launched a number of space satellites and a space exploration program is progressing rapidly. China is starting to make a claim to superpower status, but this is still a long way off.</p> <p>Economically China is growing very rapidly but from an extremely weak base. The Pacific coast of eastern China produces more and more of the low technology consumer products that the rest of the world consumes. Membership of the WTO enables China's products to enter global markets without being penalized with high import tariffs. When the profits from these basic manufactured goods are reinvested into higher value added, more technologically advanced products then the West will wake up to a world in which manufacturing is dominated by China. When this occurs, China will have the economic strength to develop a superpower military force, and Taiwan will find itself under intense pressure to rejoin the Chinese empire.</p> <p>Decentralised business forces, not the state, have brought about China's current economic growth. Capitalism was a Western invention, but the Chinese work ethic puts the West to shame and the Chinese may be able to develop their own form of capitalism which bears no resemblance to the 'crony capitalism' of Japan. Nevertheless there is a great deal of uncertainty, and the only undeniable truism, is that as yet China is an increasingly versatile economy but is still a long way behind the US.</p> <p>Diplomatically, China has perhaps its best claim to Superpower status. As a Permanent member of the UN Security Council China can veto any resolution put to it. But so could France or Britain, hardly rivals for superpower status. Nevertheless, the veto power should not be ignored. Moreover, China has for decades presented itself as the 'champion of the poor', the defender of the Less Developed Countries (LDCs). In 2003 China led a group of LDCs known as G-21 to bring stalemate to the WTO talks in Mexico. The G-21 demanded that the rich countries open their markets to agricultural products and services. However China's claims to represent the Third World are unfounded. Although China is a growing diplomatic power which refuses to conduct its foreign policy solely in terms of its relationship to the US, its power is too often exaggerated. The weakness of China compared to the US was demonstrated when the West ignored China's protests over the bombing of Serbia in 1999, even after the accidental bombing of the Chinese embassy in Belgrade.</p> <p>Finally, the impact of Chinese culture cannot be ignored, Chinese cuisine is found throughout the globe, martial arts have been popular since Bruce Lee graced US films in the 1970s and Jackie Chan has developed the genre in recent years, Zenism has infiltrated the homes and gardens of the West and Chinese relaxation and healing techniques are also popular. Nevertheless, the domination of US culture reigns supreme.</p> <p>To conclude, Chinese power has been exaggerated by some following the demise of the USSR who believed that the new threat to US dominance would come from the East. 9/11 and the threat of Islamic fundamentalist terrorism has replaced this fear. Meanwhile China's power is growing. It may be still simply a strong regional power and a rival to Japan, but China remains the most likely 'next superpower'.</p>	

A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Weak or inaccurate knowledge and understanding of the term superpower and inaccurate knowledge of China's power.
Level 2 (2-3 marks)	Sound knowledge and understanding of the term superpower, and of the characteristics of superpowers. Knowledge of China's power status also shown.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of the term superpower and of the characteristics and obligations of a superpower. Answers will have excellent understanding of China's power status, including its military, economic, political and social power.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Weak, flawed and inaccurate analysis of China's superpower status. Partial awareness of parallels and connections or similarities and differences.
Level 2 (3-5 marks)	Adequate analysis of the power of China, but rather sensationalist or one-sided assessment of China's superpower status. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (6-7 marks)	Sophisticated analysis of the extent to which China is a superpower. Answers will tend to conclude that China is a potential superpower, but it is still significantly weaker than the USA, and so cannot be a superpower. However, given China's dramatic economic growth rates, its population and increasing geo-political influence, there can be little doubt that China is developing a significant power base and is almost certainly a future superpower. Clear identification of parallels and connections or similarities and differences.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of structured or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn.
Level 1 (1-4 marks)	Limited identification of viewpoints / perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Unit 4: Extended Themes in Political Analysis

4A: EU Political Issues

	A01	A02	A03	Total
Short questions	5	7	3	15
Essays	12	24	9	45
Synopticity		12		
Total (paper)	27	45	18	90

Question number	Question
1.	Explain why the use of qualified majority voting (QMV) is controversial.
	Indicative content
	<p>Qualified Majority Voting is used in the Council of Ministers when ministers fail to reach a consensus. Ministers are given votes roughly in proportion to the size of their population. eg Germany with 82 million gains 29 votes whilst Spain with 41 million has 27. Precise details of the operation of QMV (at present of 345 votes, 255 or 74% is the QM) are not essential.</p> <p>The importance of the veto to intergovernmental principles and the increasing use of QMV leading to supranationalism must be explained, as it goes to the heart of the argument between supporters and opponents of EU and the issue of national sovereignty. With successive enlargements QMV became essential to prevent gridlock in decision making. Today, only the most politically sensitive issues, e.g. tax, social policy, C.F.S.P, are left requiring unanimity. Every step towards QMV is seen by critics as a step towards a federal superstate.</p>
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of QMV and its relevance to sovereignty, pooled sovereignty and the movement towards a federal superstate.
Level 2 (2-3 marks)	Sound knowledge and understanding of QMV and its relevance to sovereignty, pooled sovereignty and the movement towards a federal superstate.
Level 3 (4-5 marks)	Comprehensive knowledge and understanding of QMV and its relevance to sovereignty, pooled sovereignty and the movement towards a federal superstate. Examples of the use of veto/QMV will be deployed.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (3-5 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences
Level 3 (6-7 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.

A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary.
Level 1 (1 mark)	Some clear communication of arguments. Little evidence coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Clear communication of most arguments. Appropriately constructed arguments, with a links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
2.	Explain the importance of the president of the EU commission.
	Indicative content
	<p>The President, although not elected to power, acts as the representative of the E.U. to the rest of the world. He does not have the status of leader but is a figure of authority. He allocates portfolios and can also reshuffle the commissioners mid term if the College agrees. He chairs meetings of the College, organises the agenda, steers policy forward and initiates new policy directions.</p> <p>The role provides scope for charismatic personalities to have great impact on the development of the E.U. For example Delors, 1985-94, a passionate believer in integration who piloted the introduction of E.M.U. The present incumbent, Barroso promises to push forward the Lisbon Agenda, especially in relation to employment policies and to tighten links between the E.U. and its citizens.</p> <p>The Santer Commission, which finally resigned in disgrace in 1999, and the Prodi Commission which followed were not memorable for greater integration. Clearly when the president is less dynamic there is a lack of impetus for change. Critics therefore claim that too much importance rests on the choice of President and the lack of democratic accountability to the role.</p>
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of the importance of the President as the representative of the EU to the rest of the world.
Level 2 (2-3 marks)	Sound knowledge and understanding of the importance of the President as the representative of the EU to the rest of the world. Details will be less full and examples fewer than in level 3 responses.
Level 3 (4-5 marks)	Comprehensive knowledge and understanding of the importance of the President as the representative of the EU to the rest of the world; examples of presidents past and present will be deployed.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (3-5 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (6-7 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.

A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Clear communication of most arguments. Appropriately constructed arguments, with link made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place

Question number	Question
3.	Why has the European Constitution not been adopted?
	Indicative content
	Valery Giscard d'Estaing who headed the Convention 2002-3 aimed to create a grandiose (300+ page) document and named it a European Constitution. This evoked the image of a United States of Europe; a super state and played into the hands of opponents of integration. It suggests a transfer of sovereignty, though in reality only a little more sovereignty would have been pooled. The Dutch and French voted decisively against it, regarding it as elitist and incomprehensible. Poll evidence shows that the possible impact of Turkish membership, scaremongering about mass immigration, fears about the increased necessity or economic competitiveness and possible increased budgetary contributions in support of the poor CEEC's contributed to the rejection. The longer term causes include the failures of governments to forge adequate links between the E.U. and their electors. Although eighteen of the twenty seven members had ratified by January 2007, unanimity is required to implement the Constitution so it has not been enacted.
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of the need for unanimity before the Constitution can be adopted.
Level 2 (2-3 marks)	Sound knowledge and understanding of the need for unanimity before the Constitution can be adopted. The immediate cause for rejection, i.e. the French and Dutch referendum will be explained but the long term causes will not be given much weight, if mentioned at all. Explanation will be less full than at level 3.
Level 3 (4-5 marks)	Comprehensive knowledge and understanding of the need for unanimity before the Constitution can be adopted. In depth knowledge of both long and short term causes for its rejection.
AO2 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (3-5 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (6-7 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.

A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Some clear communication of arguments. Little evidence of structure or coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
4.	Why has EU enlargement since 2004 been criticised?
	Indicative content
	Reasons for enlargement ‘fatigue’ will focus on the power of the EU to simultaneously “absorb” the accession of 10 new states, (the ‘Big Bang’ of 2004) especially Central and Eastern European countries (CEECs) and fears that the EU has no final borders as the application list for membership grows. Foreign competition, labour migration, potential crisis over the EMU, failure to reach consensus on institutional reform (via the Constitution) and slow progress in reaching the <i>acquis</i> on the part of new entrants will be explained. It is desirable to cover the failure of governments to explain the advantages of enlargement to their citizens and growing scepticism about the cost benefit balance of membership, especially since Bulgaria and Romania joined in 2007. There is heated debate on whether Turkey should become the Union’s first Muslim member. The Eurobarometer survey shows that electors want tangible gains from membership, such as jobs and security. Enlargement is seen by critics as a barrier to this.
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of why there is criticism about the issue of enlargement since the ‘Big Bang’ in 2004 when 10 nations joined.
Level 2 (2-3 marks)	Sound knowledge and understanding of why there is criticism about the issue of enlargement since the ‘Big Bang’ in 2004 when 10 nations joined.
Level 3 (4-5 marks)	Comprehensive knowledge and understanding of why there is criticism about the issue of enlargement since the ‘Big Bang’ in 2004 when 10 nations joined simultaneously.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (3-5 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (6-7 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.

A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Some clear communication of arguments. Little evidence of structure or coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
5.	Explain the conflicts which exist over the future reform of the CAP.
	Indicative content
	The CAP is a symbol of successful European integration. Agriculture is given special treatment as when the EEC was created one of the main aims was self sufficiency in agricultural production. Hence, conflict runs deep. Some are economic e.g. the importance of food health and safety to consumers, the need to cushion farmers from fluctuations in the market etc. Political factors involve the relationship of the EU with the WTO who are pressing for an end to the protection CAP provides to EU farmers. There is conflict between states that benefit most from CAP finances and strongly defend the existing system, e.g., France, Eire, Spain and those like the UK who wish to see the CAP abolished totally. In some states there is fierce resistance to reform by powerful domestic lobbies and at EU level by numerous organisations, most importantly by COPA (Committee of Agricultural Organisations). Recent enlargements have included nations with relatively large and poor agricultural sector, e.g. Poland making any consensus on reform even harder to achieve.
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of the conflicts over future reform of the CAP.
Level 2 (2-3 marks)	Sound knowledge and understanding of the conflicts over future reform of the CAP.
Level 3 (4-5 marks)	Comprehensive knowledge and understanding of the conflicts over future reform of the CAP.
AO2 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (3-5 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (6-7 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.

A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
21.	To what extent does the UK remain an 'awkward partner' in Europe?
	Indicative content.
	<p>The UK's late entry and deep reservations about the level of commitment to the EEC underpin this statement. There is much evidence to support it; eg. opt outs at Maastricht, non membership of the Eurozone etc. A long, historical chronology is not required. It is useful to examine the attitude of our EU partners. The French traditionally emphasised the UK's island mentality and Atlanticist tendency as obstacles to British European credentials and highlighted UK reluctance. The Germans hoped we would be more enthusiastic but saw us as detached. The Central and Eastern European Countries (CEECs) who are themselves fearful of the EU becoming an integrated, federalist state endorse the UK attitude.</p> <p>Since Blair's aim 'to be at the centre of Europe', there has been a more positive stance. For example, the adoption of the Social Chapter, his lukewarm attempt to join the single currency, his agreement to forego some of the budget rebate. Europe is developing along more flexible lines since 2004. Some would regard the French as 'awkward' today, citing their view on CAP reform, rejection of the Constitution, their attitude to the Services Directive as evidence. Merkel and Blair today share many of the same attitudes to the EU. Different states have different ideas of what makes an 'awkward partner'.</p>
A01 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding of UK attitudes towards membership of the EU and EU states attitude towards the UK. The current position should feature in the answer.
Level 2 (5-8 marks)	Sound knowledge and understanding of UK attitudes towards membership of the EU and EU states attitude towards the UK. The current position should feature in the answer.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding of UK attitudes towards membership of the EU and EU states attitude towards the UK. The current position should feature highly.
A02 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.

A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints / perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Question number	Question
22.	To what extent has Europe adopted a single social model?
	Indicative content
	<p>The term ESM (European Social Model) began in the 1980s as an attempt to define the distinctiveness of European society. It centres on having effective institutions limiting inequality. The ESM is not purely social as it depends fundamentally upon economic prosperity and distribution. There are wide variations in the type and level of welfare provision. The Nordic Model is the most highly developed form of ESM, has the highest levels of employment, has been the most reformist and experiences high levels of taxation. The Mediterranean Model, operating in Italy and Greece for example, has high levels of unemployment, underemployment, a fairly low tax base and depends heavily on provision from the family. The Central and Eastern European Countries (CEECs) are struggling to reform their welfare system, which has been inherited from their Communist past and aspire to the Anglo Saxon Model employed in the UK.</p> <p>Some attempts at convergence were made via the Single Market and Maastricht settlements. There is a great deal of unanimity on the Lisbon Agenda but change is proving hard to implement. In many areas there is still very little consensus, for example the Services Directive is seen by some to produce greater inequalities and insecurities, but some see it as crucial to the Single Market. Essentially, today members state retain tight control over welfare and social policy and are ill prepared to accept a single European Model.</p>
AO1 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding of what is meant by the ESM. Some reference to various models in existence and steps taken towards a single model.
Level 2 (5-8 marks)	Sound knowledge and understanding of what is meant by the ESM. Some reference to various models in existence and steps taken towards a single model. Less detail than for Level 3.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding of what is meant by the ESM. Some reference to various models in existence and steps taken towards a single model.
AO2 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-17 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.

AO3 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions.
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Question number	Question
23.	What do you understand by the democratic Deficit in the European Union? What steps have been taken to remove it and with what success?
	Indicative content
	<p>A broad definition of the Democratic Deficit, the gap between the powers of the E.U. institutions and the ability of E.U. citizens to influence their work and decision-making, will be included. Forms of the deficits will cover most institutions; the Commission has the exclusive power to initiate legislation but is not elected and so is democratically unaccountable; the Council has power to make decisions without the necessity of referring them to their electorates, (for example only 3 states held referendums before endorsing the Maastricht treaty); the Parliament lacks the power of a true legislature as it cannot introduce legislation or raise revenue; MEPs are largely unknown to their electorates, etc. The Democratic Deficit also addresses the failure of the E.U. to link effectively with its citizens. People feel that the E.U. is remote, corrupt, and wasteful and that it fails to redress their day-to-day needs. Electoral turnouts are increasingly low across all states.</p> <p>Steps taken to alleviate this deficit include, enhanced power to the Parliament, eg co-decision powers, equal power to the Council in agreeing on accession to new members, Parliament gaining confidence in using its supervisory and amending powers. Whilst this is a modicum of reform more radical change is needed. The Commission issued a White Paper in 2001 noting the “credibility gap” between the E.U. and citizens and hoped to close it, but has made little progress. The vital reason why success is minimal is that national governments jealously guard their powers and unless they agree to invest more authority in the E.U. and begin to relinquish power to it, progress is doubtful.</p>
A01 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding of the democratic deficit and the steps taken to remove it.
Level 2 (5-8 marks)	Sound knowledge and understanding of the democratic deficit and the steps taken to remove it.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding of the democratic deficit and the steps taken to remove it.
A02 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.

A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints / perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Unit 4: Extended Themes in Political Analysis

4B: Other Ideological Traditions

	A01	A02	A03	Total
Short questions	5	7	3	15
Essays	12	24	9	45
Synopticity		12		
Total (paper)	27	45	18	90

Question number	Question
6.	Why are the concepts of the nation and the state often confused?
	Indicative content
	Nations are cultural entities, groups of people who share the same language, religion, traditions and so on. States are political associations that establish sovereign jurisdiction within defined territorial borders. The terms are confused for two reasons. First, national consciousness (a subjective awareness of national identity) is usually reflected in the desire to achieve or maintain statehood - the nation, in effect, seeks to become a state. This is especially the case with classical political nationalism. Second, as a consequence of the success of nationalism, most modern states are nation-states. This means that the boundaries of the nation usually coincide with the borders of the state. This explains common confusions, such as that the United Nations is really an organisation of states and not nations.
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 marks)	Limited knowledge and understanding of nations and state, with a limited awareness of confusions between them.
Level 2 (2-3 marks)	Sound knowledge and understanding of the difference between nations and states and an awareness of confusions between the terms.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of at least one point of confusion, supported by accurate illustrative evidence.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-3 marks)	Limited analysis of the nature of the nation and the state and a rudimentary explanation of the sources of confusion between the terms.
Level 2 (4-5 marks)	Adequate analysis of the nature of the nation and the state and a satisfactory explanation of the sources of confusion between the terms.
Level 3 (6-7 marks)	Sophisticated analysis of both the nature of the nation and the state and a clear explanation of the sources of confusion between the terms.
A03 (3 marks)	Communicate arguments and explanations in a clear and structured manner, making use of a range of relevant evidence and appropriate political vocabulary
Level 1 (1 mark)	Little evidence of structured or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
7.	Explain the key features of liberal feminism.
	Indicative content
	Liberal feminism harnesses liberal ideas and doctrines to the cause of gender equality. Its defining features are as follows. First, the core principle of liberal feminism is individualism, which stresses the importance of personal identity over gender identity - it portrays people as 'persons' rather than as males or females. Gender identity is thus of secondary importance and is devoid of political significance. Second, liberal feminists are primarily concerned with the quest for formal equality, usually understood as equal legal and political rights. Third, liberal feminists aim to bring about change in the public sphere, viewing liberation as, in effect, equal access of women and men to public and political life. This often means that they may regard the sexual division of labour in the private sphere as natural rather than political. Fourth, liberal feminists believe in gradual reform brought about through the exertion of parliamentary and sometimes extra-parliamentary pressure, rather than revolution.
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 marks)	Limited knowledge and understanding of some features of liberal feminism.
Level 2 (2-3 marks)	Sound knowledge and understanding of characteristic liberal feminist theories, ideas and strategies.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of key liberal feminist theories, ideas and strategies.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-3 marks)	Limited analysis of liberal feminism and some awareness of differences between liberal feminism and other feminist traditions.
Level 2 (4-5 marks)	Adequate analysis of liberal feminist arguments and satisfactory identification of differences between liberal feminism and other feminist traditions.
Level 3 (6-7 marks)	Sophisticated analysis of liberal feminist arguments with a very clear identification of differences between liberal feminism and other feminist traditions.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of structured arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
8.	Have ecologists revised conventional notions of morality?
	Indicative content
	Ecologists have revised conventional notions of morality because these have clearly been anthropocentric and therefore place the needs and interests of humankind above those of the natural world or, more specifically, other species. This, ecologists have argued, provides a moral justification for environmental plundering and blight. Ideas such as utilitarianism and natural/human rights can, on that basis, be viewed as examples of 'speciesism'. Utilitarianism, particularly through the idea of 'economic man', has encouraged the belief that the natural world constitutes nothing more than a resource available to satisfy the interests of current human generations, regardless of the impact on other species, later generations, or nature itself. They have therefore revised these ideas in a variety of ways. These include that utilitarianism has been extended to cover other sentient species; that 'future generations' have been invested with moral rights, and, most importantly, that nature has been recognised as having value in itself, intrinsic value.
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of conventional notions of morality and a rudimentary understanding of the moral ideas of ecologism.
Level 2 (2-3 marks)	Sound knowledge and understanding of conventional notions of morality and a satisfactory understanding of ecological thinking on moral issues.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of conventional notions of morality and a good understanding of ecological concepts and theories related to morality.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-3 marks)	Limited analysis of the ecological critique of conventional notions of morality with some identification of alternative ecological thinking.
Level 2 (4-5 marks)	Adequate analysis of the ecological critique of conventional notions of morality and some explanation of why ecologists have advanced alternative ideas.
Level 3 (6-7 marks)	Sophisticated analysis of the ecological critique of conventional notions of morality and clear explanation of why ecologists have advanced alternative ideas.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of structured arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
9.	On what grounds have multiculturalists defended the idea of minority rights?
	Indicative content
	<p>Minority rights are rights that have been assigned to particular ethnic, religious or cultural groups rather than to the whole society. They are sometimes called multicultural rights, or special rights. These rights are 'special', first, in that they are specific to the group to which they belong, and second, in that as they may allocate advantages to groups not enjoyed by the larger society, they amount to a form of 'positive' discrimination. The grounds for such rights include the following. First, they help ethnic groups and religious minorities, which have usually developed through immigration, to express and maintain their cultural distinctiveness. This acknowledges that importance of cultural embeddedness, the need for personal identity to be firmly rooted in a secure cultural identity. Second, such rights, especially special representation rights, attempt to redress the under-representation of minority or disadvantaged groups in education and in senior positions in political and public life. 'Positive' discrimination, for example, can be justified on the ground of social justice, in that it ensures full and equal participation in society, compensating minority groups for past or continuing discrimination or disadvantage.</p>
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of minority rights and some understanding of the link between multiculturalism and minority rights.
Level 2 (2-3 marks)	Sound knowledge and understanding of minority rights and a satisfactory understanding of the link between multiculturalism and minority rights.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of minority rights and a good understanding of the stress within multiculturalism on minority rights.
AO2 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-3 marks)	Limited analysis of multiculturalist arguments in favour of minority rights with some ability to explain the multiculturalist position.
Level 2 (4-5 marks)	Adequate analysis of multiculturalist arguments in favour of minority rights with a reliable explanation of the multiculturalist position.
Level 3 (6-7 marks)	Sophisticated analysis of multiculturalist arguments and explanations in favour of minority rights, highlighting the link between culture and identity.
AO3 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 marks)	<p>Little evidence of structured arguments. Political vocabulary not always correctly used.</p> <p>The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.</p>
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
10.	Explain the importance of the distinction between sex and gender for feminist analysis.
	Indicative content
	Sex refers to biological differences between males and females, drawing attention to physical and hormonal differences including the capacity of women to bear and suckle children. Gender refers to cultural and therefore socially-produced differences between men and women, usually operating through contrasting stereotypes of masculinity and femininity. Feminists stress the distinction between sex and gender both to help explain how patriarchal oppression operates and to emphasise that sexual equality is achievable. In the first case, patriarchal culture is seen to subordinate women by portraying them as, for instance, weak, emotional and suited only to domestic life and domestic work. In the second case, the distinction highlights the eradicable character of gender inequalities that are not rooted in natural or sexual differences: biology, in short, is not destiny. Essentialist feminists nevertheless reject the distinction, arguing that there are fundamental and ineradicable differences between men and women.
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of the difference between the terms but a limited awareness of the implications of the distinction.
Level 2 (2-3 marks)	Sound knowledge and understanding of the basic distinction and an awareness of some of its implications.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of the biology/culture distinction and exploration of its significance for the prospects of sexual equality.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-3 marks)	Limited analysis of the feminist usage of the terms but a weak explanation of the significance of the distinction.
Level 2 (4-5 marks)	Adequate analysis of the feminist usage of the terms sex and gender and an explanation of the significance of the distinction.
Level 3 (6-7 marks)	Sophisticated analysis of the feminist usage of the terms sex and gender and a effective explanation of the significance of the distinction.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 marks)	Little evidence of structured arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
24.	'Ecology implies a radically different relationship between humankind and the natural world.' Discuss.
	Indicative content
	<p>Ecology is the central principle of green or environmental thought. Ecology means the study of organisms 'at home' or 'in their habitat'. The key idea implicit in ecology is the notion of nature as a self-regulating system, in which the natural world and all the species within it are sustained by a delicate network of relationships, ultimately within the 'ecosphere' or 'biosphere'. According to 'deep' ecologists this implies a radically different relationship between humankind and the natural world, specifically the adoption of an 'ecocentric' or nature-centred political and moral perspective rather than an anthropocentric or human-centred one. This would have very radical implications for, for example, economic organisation, suggesting perhaps zero economic growth and complete economic restructuring along the lines of pastoral communalism. 'Shallow' or humanist ecologists, on the other hand, suggest that it is possible to accept the lessons of ecology but harness them to human needs and ends. Such a view highlights the importance of change, but the change necessary would be less radical, involving, for instance, cutting back on the use of finite, non-renewable resources and reducing pollution.</p> <p>There are two competing perspectives on this question. The first is based on the ideas of 'deep' ecology, which suggest that the principle of ecology implies a fundamental break with conventional beliefs about the relationship between humankind and the natural world. The second is based on the ideas of 'shallow' ecology, which suggest that ecological principles can be married with anthropocentrism. In the latter case, the natural world remains a resource available for the satisfaction of human needs, only one that has to be used in more enlightened and sustainable way.</p>

A01 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding of the principle of ecology and a limited understanding of the theories and beliefs that flow from the adoption of an ecocentric perspective.
Level 2 (5-8 marks)	Sound knowledge and understanding of the principle of ecology and a satisfactory understanding of both the 'deep' and the 'shallow' perspective, although there may be a lack of balance in coverage of the two.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding of the principle of ecology and of implications of adopting an ecocentric perspective, including a good understanding of both 'deep' and 'shallow' ecology.
A02 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallel and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallel and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallel and connections or similarities and differences.
A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Question number	Question
25.	To what extent is multiculturalism compatible with liberalism?
	Indicative content
	<p>There is a complex and, in many ways, ambivalent relationship between liberalism and multiculturalism. The cornerstone of liberal multiculturalism is a commitment to toleration and to freedom of choice in the moral sphere. Liberalism treats factors such as culture, ethnicity, race, religion and gender as, in effect, irrelevant, because all people should be evaluated as morally autonomous individuals. However, toleration is not morally neutral, and only provides a limited endorsement of cultural diversity. In particular, toleration extends only to views, values and social practices that are compatible with personal freedom and autonomy. This implies intolerance towards practices that are oppressive or illiberal. Liberal multiculturalism, moreover, draws an important distinction between ‘private’ and ‘public’ life, seeing the former as a realm of freedom, in which people are free to express their cultural, religious and language identity, whereas the latter must be characterized by at least a bedrock of shared civic allegiances. In addition, liberal multiculturalists regards liberal democracy as the sole legitimate political system. On the other hand, some liberals are not only qualified in their endorsement of multiculturalism but positively reject it. The key liberal criticism of multiculturalism is that it poses a threat to individualism, reflected in the core multiculturalist assumption that personal identity is embedded in group or social identity. Multiculturalism is therefore just another form of collectivism, and like all forms of collectivism it subordinates the rights and needs of the individual to those of the social group. In this sense, it threatens individual freedom and personal self-development.</p> <p>This question can be addressed from the viewpoint of three main perspectives. Many liberals, and certainly those who style themselves as liberal multiculturalists, emphasise the compatibility between multiculturalism and liberalism, highlighting the extent to which toleration and respect for freedom of choice in the moral sphere serves to endorse and legitimise cultural diversity. Pluralist multiculturalists, on the other hand, argue that liberalism provides at best a limited basis for cultural recognition and at worse is associated with the ideas and values of traditionally dominant groups. Universalist liberals, for their part, warn that multiculturalism threatens individual liberty and serves to legitimise illiberal and oppressive beliefs.</p>

A01 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding of the ideas of multiculturalism and liberalism and some awareness of their views on cultural diversity.
Level 2 (5-8 marks)	Sound knowledge and understanding of multiculturalism and liberalism and a reliable awareness of their ideas about the desirable extent of cultural diversity.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding of the key concepts and theories of both multiculturalism and liberalism related to the desirable extent of cultural diversity.
A02 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallel and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallel and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallel and connections or similarities and differences.
A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints / perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions.
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Question number	Question
26.	Does nationalism inevitably breed rivalry and conflict?
	Indicative content
	<p>Nationalism has a variety of contrasting manifestations, some of which breed rivalry and conflict because of their tendency towards expansionism and destruction. Others, however, are dedicated, at least in theory, to peaceful co-existence and international understanding. The expansionist and destructive character of nationalism is evident in national chauvinism, a form of nationalism that emphasises the superiority or greatness of one nation over others. Chauvinism both stimulates and helps to legitimise expansion, conquest and empire, linking it to destruction. However, liberal nationalism and anti-colonial nationalism openly reject expansionism and destruction in this sense. Liberal nationalism, for example, holds that all nations are equally entitled to self-determination and implies that a world of sovereign nation-states would be ordered and peaceful as no nation would have an incentive to conquer and subordinate any other nation. In that sense, nationalism is not inherently expansionist or destructive. Some may argue, nevertheless, that since nationalism draws attention to divisions within humankind, it embodies a potential for expansionism and destruction whatever its theoretical character.</p> <p>There are two main perspectives on this question. Critics of nationalism often argue that its chief defect is that, in highlighting the differences between and amongst the peoples of the world, it inevitably breeds rivalry and conflict. In this view, the aggressive manifestations of nationalism found in its expansionist forms are merely the explicit face of features that are implicit in all forms of nationalism. On the other hand, liberal nationalist in particular argue that there are major differences between progressive and regressive forms of nationalism. In this view, progressive nationalism is often associated with international cooperation and harmony, a world of independent nation-states being a recipe for peace not conflict.</p>

A01 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding of nationalism, with only a limited focus on the issues of rivalry and conflict.
Level 2 (5-8 marks)	Sound knowledge and understanding of at least the expansionist face of nationalism, although there may be a less developed awareness of alternative 'faces' of nationalism. ...
Level 3 (9-12 marks)	Comprehensive knowledge and understanding of breadth of nationalist traditions and of contrasting implications for rivalry and conflict.
A02 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallel and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallel and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallel and connections or similarities and differences.
A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints / perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Unit 4: Extended Themes in Political Analysis

4C: Governing the USA

	A01	A02	A03	Total
Short questions	5	7	3	15
Essays	12	24	9	45
Synopticity		12		
Total (paper)	27	45	18	90

Question Number	Question
11.	How important is the Executive Office of the Presidency?
	Indicative content
	<p>Candidates should be able to recognise that, when assessing the importance of the EOP, political analysts weigh it against the significance of the cabinet.</p> <p>Although individual “top tier” members of the cabinet (such as the Secretary for Defense) play a central role in policy-making, they often feel that they have little control over their cabinet due to their limited choices of who should be appointed. This is because:</p> <ul style="list-style-type: none"> • all regions of the country should be represented, with secretary of the interior, for example, traditionally being someone from a western state with experience of land policy and conservation issues • interest groups have to be considered, with the secretary of labor traditionally being someone acceptable to trade unions • all sections of the population should be represented, including women and ethnic minorities • the number and responsibilities of cabinet secretaries cannot be changed except by act of Congress • all appointees must be confirmed by the Senate <p>The Executive Office of the Presidency, by comparison, is a collection of offices led by appointees who are personally loyal to, and trusted by, the President and do not need Senate confirmation. Consequently, the President often retreats to the safety of his “own people”, especially when there are important decisions to be made or at times of crisis.</p>
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of the relative importance of the Executive Office of the Presidency and the cabinet.
Level 2 (2-3 marks)	Sound knowledge and understanding of the relative importance of the Executive Office of the Presidency and the cabinet.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of the relative importance of the Executive Office of the Presidency and the cabinet.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2marks)	Limited analysis, with only a superficial recognition of factors that tend to make the Executive Office of the Presidency more useful to the president than the cabinet.
Level 2 (3-5 marks)	Adequate analysis of factors that tend to make the Executive Office of the Presidency more useful to the president than the cabinet. At this level, unbalanced answers may be seen in which one of the institutions is discussed in considerably greater detail than the other.
Level 3 (6-7 marks)	Sophisticated analysis of factors which tend to make the Executive Office of the Presidency more useful to the president than the cabinet.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 marks)	Little evidence of structured or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question Number	Question
12.	Explain the impact of New Federalism on the power and influence of the states.
	Indicative content
	<p>Candidates should be able to recognise that New Federalism, introduced by President Nixon, was intended to reverse the trend of increasing central government intervention in state affairs. Achieving this goal has proved difficult, which is why the policy has taken a variety of forms.</p> <ul style="list-style-type: none"> • Nixon and New Federalism. He introduced a policy of General Revenue Sharing, in which many categorical grants, given to cities for specific purposes, were replaced by block grants which could be spent as each State saw fit. • Carter and New Federalism. Although a Democrat as a former Governor he believed that Governors should have as much freedom as possible to decide what was in the best interests of their States. He did not alter the system of General Revenue Sharing and, to reduce the Federal deficit he reduced financial aid to the States, forcing them to depend to a greater extent on their own resources. • Reagan and New Federalism. He reduced Federal anti-poverty programmes, cutting expenditure by \$18 billion in his first two years in office. He proposed “swaps” in which the States would take full responsibility for two of them (welfare and food stamps) and the Federal government would take full responsibility for the third (Medicaid - medical care for the very poor). • Clinton and New Federalism. Like the previous Democratic President, Jimmy Carter, President Clinton had previously been a Governor, and believed that Governors should have the freedom to decide what was in the best interests of their States. During his presidency, the United States enjoyed the longest economic boom in modern times, which led to a dramatic increase in tax revenues for the States and less reliance on income from the Federal government. This was accompanied by a series of financial settlements with the tobacco industry in which the States were provided with billions of dollars to pay for the medical costs associated with smoking-related diseases. • Post 9/11. With an economic downturn and the demands of homeland security states are finding themselves increasingly dependent on Washington DC in the 21st Century. Despite a professed presidential commitment to New Federalism, the extension of central control in policy areas from education (No Child Left Behind Act) to disaster management (Hurricane Katrina) appears to be accelerating.
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of how of New Federalism with little awareness of its different guises.
Level 2 (2-3 marks)	Sound knowledge and understanding of the phases of New Federalism since its introduction by President Nixon.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of the phases of New Federalism since its introduction by President Nixon.

A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Limited analysis, with only a superficial recognition of the altered the relationships, over time, between the States and the government in Washington DC.
Level 2 (3-5 marks)	Adequate analysis of how each phase of New Federalism has altered the relationship between the States and the government in Washington DC.
Level 3 (6-7 marks)	Sophisticated analysis of a variety of how each phase of New Federalism has altered the relationship between the States and the government in Washington DC.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 marks)	Little evidence of structured or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question Number	Question
13.	How flexible is the Constitution of the USA?
	Indicative content
	<p>Candidates should demonstrate an awareness that while some in the USA believe that the constitution strikes the right balance between, on one hand, entrenched rights and, on the other hand, flexibility, others disagree.</p> <p>Those who believe it strikes the right balance argue that even in times of crisis, governments have been able to respond effectively without infringing the liberties of the citizens. Or, on the rare occasions that the core principles of freedom and liberty have been breached, such as President Lincoln suspending Constitutional freedoms during the Civil War or Japanese-Americans being denied their Constitutional rights during World War II the balance has been restored once the crisis passed.</p> <p>Others argue that the constitution is too flexible and complain that it has allowed the government in Washington DC to use periods of crisis to steadily undermine those mechanisms in the constitution which protect liberty, especially Federalism which should protect citizens from the accumulation of power by the national government. The result is that the balance between effective government and personal freedom has tilted dangerously away from liberty, undermining the core principle of the Constitution.</p> <p>A third group argues that the protection of civil liberties, which is held responsible for the relatively rigid framework of the constitution, has always been applied too selectively. Pointing to the lengthy campaigns required for marginalized groups such as women, Native Americans and African Americans to be granted equality under the law, it is argued that the federal government should more actively defend civil liberties than permitted by conventional interpretations of the constitution.</p>
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of the balance the constitution aims to strike between entrenched rights and effective government. Little awareness that there are a range of views on whether the constitution strikes the right balance.
Level 2 (2-3 marks)	Sound knowledge and understanding of the balance the constitution aims to strike between entrenched rights and effective government and the range of views on whether the constitution strikes the right balance.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of the balance the constitution aims to strike between entrenched rights and effective government and the range of views on whether the constitution strikes the right balance.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Limited analysis of the views on whether the constitution strikes the right balance.
Level 2 (3-5 marks)	Adequate analysis of the views on whether the constitution strikes the right balance.
Level 3 (6-7 marks)	Sophisticated analysis of the views on whether the constitution strikes the right balance.

A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 marks)	Little evidence of constructed arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question Number	Question
14.	Explain the significance of Supreme Court appointments since 2004.
	Indicative content
	<p>Candidates should be aware that the Constitution of the USA means whatever the Supreme Court says it means and that the Justices therefore wield immense power, best illustrated by <i>Brown v. Board of Education</i> and <i>Roe v. Wade</i>. Moreover, because Justices remain on the bench until they retire or die, they may wield this power for many years or even decades. It is a matter of acute concern to interest groups, therefore, whether new Justices are sympathetic to their cause, whether it be Civil Rights, abortion, gun control, school prayer or any number of other issues.</p> <p>Candidates should discuss whether the appointment of two conservatives, made by President George W Bush (Chief Justice John Roberts and Justice Alito) have made a significant difference to the balance of opinion on the Court on major political issues.</p> <p>One view suggests that the appointments have altered the balance of power. Previously, there were four conservatives, four liberals and one swing vote. With one of the new appointees replacing a conservative (Rehnquist) and the other replacing the swing vote (O'Connor) the conservatives could be argued to be in a majority.</p> <p>Another view suggests that Justice Kennedy, previously classified as a conservative, has been behaving increasingly like the swing vote thus maintaining the previous balance.</p> <p>Insightful candidates may recognise that some Supreme Court Justices do not adopt the positions expected on their appointment (e.g. Justice Souter) and the full impact of the new Justices will not become evident until they have been on the bench for some time.</p>
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of the composition of the Supreme Court, perhaps with inaccuracies.
Level 2 (2-3 marks)	Sound knowledge and understanding of the composition of the Supreme Court.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of the composition of the Supreme Court.
AO2 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied.
Level 1 (1-2 marks)	Limited analysis, with only a superficial evaluation of the voting patterns of the judges.
Level 2 (3-5 marks)	Adequate analysis of the voting patterns of the judges.
Level 3 (6-7 marks)	Sophisticated analysis of the voting patterns of the judges.
AO3 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of structured or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question Number	Question
15.	Assess the power and influence of congressional committee chairmen.
	Indicative content
	<p>Candidates should recognise that huge power resides in the hands of this small group of people. They have been compared to a “toll bridge attendant who argues and bargains with each prospective customer; who lets his friend go free, who will not let his enemies pass at any price”.</p> <p>Candidates should explain that when a bill reaches a committee, if it does not enjoy the support of the committee chairman, it can be simply ignored. This is known as pigeonholing and a majority of bills get no further than this point. Alternatively, the chairman can bring the bill before the whole committee, or a subcommittee for a sympathetic hearing.</p> <p>This level of power, however, has been periodically challenged. For example, when the Republicans gained control of the House of Representatives in 1994, the Speaker was given the power to reorganise the committees, including eliminating or adding some, and a rule was adopted that that Committee Chairmen can serve no longer than six years.</p>
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of the role of committee chairmen.
Level 2 (2-3 marks)	Sound knowledge and understanding of the role of committee chairmen.
Level 3 (4-5 marks)	Comprehensive and detailed knowledge and understanding of the role of committee chairmen.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Limited analysis, with only a superficial recognition of the powers at the disposal of committee chairmen and nothing on the limitations placed on the powers of the chairmen.
Level 2 (3-5 marks)	Adequate analysis of powers at the disposal of committee chairmen but little on the limitations placed on the powers of the chairmen.
Level 3 (6-7 marks)	Sophisticated analysis of powers at the disposal of committee chairmen and of the limitations placed on the powers of the chairmen.
A03 (3marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Little evidence of constructed or coherent arguments. Political vocabulary not always correctly used. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Appropriately constructed arguments. Proper use is made of political vocabulary. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Well constructed and coherent arguments. Good use of appropriate political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question Number	Question
27.	'Presidents have only the power to persuade.' Discuss.
	Indicative content
<p>Candidates should demonstrate their understanding of both the limitations and instruments at the disposal of the President when attempting to implement a policy agenda.</p> <p>The limitations, include:</p> <ul style="list-style-type: none"> • Assembling a policy-making team of people who fulfil the requirements to run the executive departments and agencies is almost an impossible challenge • The smooth running of the executive branch in a way which meets the policy requirements of the President is hindered by the fact that the branch cannot be reorganised without the consent of Congress • Some of the most important Executive agencies, such as the Federal Reserve, are headed by people beyond the control of the President • The President has limited ability to influence the passage of legislation, which is the primary way that proposals become policy • Even if policy is passed which meets the President's needs and wishes, the Federal Bureaucracy is often reluctant to overhaul programmes which it may have been developing over an extended period for an administration which will not be in office for more than eight years <p>The range of instruments, both official and informal, which can help him to achieve his policy goals, include:</p> <ul style="list-style-type: none"> • Even if the cabinet, as a body, has shortcomings as a policy-making instrument, it contains influential "top tier" members in whom the President usually has great confidence and who help him formulate policy on a bilateral basis • Since 1939, the President has had the support of the Executive Office of the Presidency (EOP) to co-ordinate the Executive branch and monitor the implementation of presidential priorities • The spoils system enables the President to appoint, to the Federal bureaucracy, political sympathizers to help supervise the implementation of policy • The President is able to use the power of veto and, equally importantly, the threat of a veto to put pressure on Congress to pass legislation in a form which will be found acceptable • The President is also able to use the discretion available over how and where federal resources are spent, to forge alliances and build Congress support of proposals • In recent years, the Vice President has been increasingly used to bolster party support for the administration's policies • Above all, some Presidents have made skilful use of their prestige, as Head of State, to undermine those opposing his policy agenda by creating an impression that they are motivated by ideological considerations or even narrow self interest while he represents the interests of the nation. <p>There are two main viewpoints on this question. One suggests that, despite constitutional limitations, the President is immensely powerful, especially if political conditions are conducive and the occupant of the position is skilled at making the most of the available instruments. This is the "imperial presidency" theory, or a version of it. The other emphasises the restrictions imposed on the President, far more than many other Heads of Government. This is the "imperilled presidency theory, or a version of it. Candidates will be assessed on their ability to evaluate presidential power from these viewpoints.</p>	

A01 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding of relevant arguments. Limited range of arguments addressed. Little evidence and few examples provided.
Level 2 (5-8 marks)	Sound knowledge and understanding of both sides of the argument, but with a narrower awareness of different arguments. Points supported by appropriate evidence and examples.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding of key ideas and arguments for and against the view of limited presidential power.
A02 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.
A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of structure coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with link made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints / perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Question Number	Question
28.	Are Supreme Court justices ‘politicians in disguise’?
	Indicative content
	<p>Candidates should demonstrate that they understand that there are factors which enable Supreme Court justices to be ‘politicians in disguise’ if they so choose, but that there are also factors which encourage them to avoid entering the ‘political thicket’.</p> <p>Factors which enable justices to adopt a political stance include:</p> <ul style="list-style-type: none"> • The power of judicial review, which gives justices the right to overturn laws of Congress and state legislatures as well as the right to over-rule the actions of the President and state governors. • As the highest court of appeal they are entitled to overturn decisions, with constitutional implications, of state courts, lower federal courts and reverse previous Supreme Court decisions • Under the 9th Amendment they can create new constitutional rights, most famously the right of privacy in Roe v. Wade <p>Factors which inhibit justices from taking a political stance include:</p> <ul style="list-style-type: none"> • Court tradition: justices do not think of themselves as politicians and may refuse to rule on issues they see as overtly political. They make distinctions between their personal views and what the law requires • Lack of enforcement power: their decisions have to be enforced by the President or state governors who cannot always be relied upon to do so • Public opinion: decisions which are clearly out of step with public opinion tend to be unsustainable • Checks and balances in the constitution should lead to the appointment of justices whose views are moderate. Congress has the power to remove judges who have clearly exceeded their powers <p>Candidates should weigh up the factors which impact on Supreme Court justices, using examples and cases to illustrate their points.</p> <p>Insightful candidates may recognise that, while justices associated with left wing policies such as Earl Warren are most often associated with politically-charged judgements, right wing justices such as Scalia and Thomas can also be judicial activists.</p> <p>One of the major issues in US politics is whether the judiciary wields undue power for an unelected body in a democracy. Advocates of judicial restraint argue that, over the past 200 years, judges have taken advantage of the vagueness of the Constitution, usurping the powers of the elected branches to award themselves far more power than the Founding Fathers intended. Advocates of judicial activism argue that the central purpose of the Founding Fathers and the Constitution was to protect individual rights and prevent oppressive rule and that courts have proved far more effective than elected politicians at applying these principles, especially in relation to unpopular minorities, thus acting as effective guardians of the Constitution. Candidates will be assessed on their ability to evaluate judicial power from these viewpoints.</p>

A01 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding of relevant arguments. Limited range of arguments addressed. Little evidence and few examples provided.
Level 2 (5-8 marks)	Sound knowledge and understanding of both sides of the argument, but with a narrower awareness of different arguments. Points supported by appropriate evidence and examples.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding of the philosophies of judicial restraint and judicial activism, as well as the factors which aid and hinder judicial intervention in the “political thicket”. Accurate examples used to illustrate and explain points.
A02 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.
A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with link made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints / perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Question Number	Question
29.	'The US system of checks and balances is ineffective.' Discuss.
	Indicative content
	<p>Candidates should demonstrate an understanding of the constitutional checks and balances of all three branches of government, and how well these work in practice, reaching a balanced judgement on whether they represent an obstacle to effective government. This could include:</p> <ul style="list-style-type: none"> • Congress: virtually all actions of the President are subject to Congressional oversight. "Power of the purse", control over the budget is arguably the most powerful tool Congress has in relation to the Executive branch of government. Appointments to the Supreme Court, although initiated by the President, would be subject to the advice and consent of the Senate. • President: the principal powers of the President in relation to the other branches of government would be the ability to veto Congressional legislation and to nominate Justices to the Supreme Court. Because of the growth of the USA as a world power, beyond the expectations of the founding fathers, checks and balances on the President in the field of foreign affairs has arguably been of limited effectiveness. • Supreme Court: originally given few constitutional powers and provided with no constitutional checks on other branches. However, once it acquired the power of Judicial Review, enabling it to declare laws and Presidential decisions unconstitutional, the judiciary gained one of the most powerful checks available to any of the branches of government. <p>Evaluating the interaction between all three branches of government (not only the Executive and the Legislature) candidates should recognise that contrasting conclusions are reached by different ideological viewpoints on how well the constitutional design works.</p> <p>There are three main ideological perspectives on how well the system of checks and balances works. Many Americans believe that system enables each branch of government enough power to govern effectively but with powerful limitations to stop them from being able to misuse that power and become oppressive. On the right, many feel that the system gives too much power to the Federal Government, especially the President. On the left, many feel that the elected branches are too restrained to effectively protect vulnerable minorities. Candidates will be assessed on their ability to evaluate the effectiveness of the system of checks and balances from these viewpoints.</p>
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding of the workings of the branches of government, possibly with little on the judicial branch, but not much on their interaction.
Level 2 (5-8 marks)	Sound knowledge and understanding of the interaction between the branches of government, possibly with little on the judicial branch, and their fluctuations over time with illustrations.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding of the interaction between all three branches of government and their fluctuations over time with illustrations (the aftermath of 9/11 being particularly pertinent).

A02 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.
A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of structure or coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with link made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments and explanations, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions.
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Unit 4: Extended Themes in Political Analysis

4D: Global Political Issues

	A01	A02	A03	Total
Short questions	5	7	3	15
Essays	12	24	9	45
Synopticity		12		
Total (paper)	27	45	18	90

Question number	Question
16.	Why is it difficult to prevent the spread of weapons of mass destruction?
	Indicative content
	<p>The desire for physical security is at the heart of human life. Thus, humans have throughout history used tools to provide security against violence. Of course these tools can provide greater security if they are powerful, but as they can be used also to attack and kill, their existence inevitably provokes nervousness in others. Weapons of mass destruction (WMD) are simply more devastating and non-selective weapons. Clearly, states wish to acquire as deadly a weapons arsenal as possible. Thus developing WMD is a standard defence policy aim. Nuclear weapons are the most powerful and awesome of all weapons of destruction. The possession of nuclear weapons is seen as a guarantee of security and many states are intent on acquiring a nuclear defence capability. However, if one state is seen to be acquiring such weapons then the rivals of this state will begin to feel insecure. Their security, they believe, will only be maintained if they too acquire nuclear weapons. Given that national security is usually of primary importance states tend to be willing to break international agreements on nuclear proliferation.</p> <p>WMD are made in science laboratories, not conventional armaments factories. The most significant factor in their production is knowledge. Once the secret of a particular WMD has been learnt and practiced, the secret can be passed on. The ingredients of many WMD are found in most chemical plants. Thus the development of most WMD is relatively easy and relatively cheap, yet their effect can be devastating. Whereas a conventional bomb kills those close to the initial impact, chemical and biological weapons can kill and maim over a much greater area and without sound or warning.</p> <p>Level 3 answers will discuss the effectiveness of the nuclear non- proliferation treaty, as well as Chemical weapons and Biological weapons conventions.</p>
AO1 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of the spread of WMD, but serious omissions and some inaccuracies.
Level 2 (2-3 marks)	Sound knowledge and understanding of the desire for WMD and military security. Awareness also given of non-proliferation treaties, and of the spread of WMD.
Level 3 (4-5 marks)	Comprehensive knowledge and understanding of the desire for military security and thus WMD. Excellent awareness of international agreements and non-proliferation treaties, and of the willingness of some states to circumnavigate such treaties.

A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (3-5marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (6-7 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
17.	How effective are the judicial institutions that attempt to uphold international law?
	Indicative content
	<p>International Law is usually defined as the rules that govern the conduct of states in their relations with one another. Because of the fundamental right of sovereignty, world politics is legally dependant on what governments choose to do and what rules they voluntarily support. Therefore the international legal system is flawed because it depends on states being willing to participate (see the US withdrawal from the World Court's jurisdiction in 1984). In world politics no legislative body exists which is capable of making binding laws. Rules are made only when states willingly observe or embrace them in the treaties to which they voluntarily subscribe. No judicial body exists which can identify violations to rules, or for interpreting when and how the rules apply. Instead states do this themselves. The World Court does not have the power to perform these functions without a state's consent. The UN has recently claimed the right to make quasi-judicial authoritative interpretations of global laws, however there is no executive body capable of enforcing the rules. No centralised enforcement procedure exists, and compliance is voluntary. The whole system rests on states willingness to abide by the rule to which they consent, and the ability of each to enforce the rules of behaviour they value through retaliation. Consequently states themselves, not a higher authority, determine what the rules are, when they are applied and how they are enforced.</p> <p>Analysis of the International Criminal Court, the European Court and the 'ad hoc' Hague war crimes tribunal is required. The better answers will include discussion on the effectiveness of such institutions. Will they deter tyrants? For level 3 answers examples of successes and failures are needed.</p>
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of international institutions such as the ICJ or ICC. Limited examples, flawed conclusions given.
Level 2 (2-3 marks)	Sound knowledge and understanding of some of the international judicial institutions and of their ability to deliver justice.
Level 3 (4-5 marks)	Comprehensive knowledge and understanding of the international courts and of individual cases which illustrate the ability of the ICC, ICJ etc to uphold international law. Balance must be given.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (3-5 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (6-7 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.

A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
18.	Why is the divide between the North and the South still growing?
	Indicative content
	<p>p between the industrialised, relatively rich countries of the global north, and the relatively poor countries of the global south is huge. The North (including the rich countries of N America, W Europe and Japan plus the former Soviet bloc) contains only 20% of the world population, yet consumes 60% of world production. The South (including Latin America, Africa, the Middle East and most of Asia) has 80% of the world population, but consumes only 40% of world production. Many argue that the divide is growing, as the North continues to absorb more and more of global production, yet the South remains stuck in a poverty trap of low income, leading to low levels of saving, which restricts investment. Low levels of investment in turn restrict the development and progress of firms, thereby restricting income growth, and therefore savings etc.</p> <p>There are a number of reasons for the lack of development in the South, which candidates should be able to describe and illustrate. These include: political leadership (ineffective policy making, wasteful government spending and corruption), political instability (including civil war and violence), debt, lack of resources, restricted access to western markets, economic dumping (EU food), and natural disasters (earthquakes, famines, floods etc).</p> <p>Better candidates will suggest that the divide is not growing in some regions, particularly in South and East Asia, where a number of states have experienced rapid economic development and where consumption levels are also rising (S Korea, Thailand, Singapore etc). It could also be noted that a number of states in the North have seen a fall in living standards since 1990 (notably many former communist states).</p> <p>Better candidates may also wish to criticise the behaviour of the North in failing to address this imbalance, such as the limited success of the Jubilee 2000 project, and the Structural Adjustment Programme of the IMF.</p>
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of the North-South divide, but inaccurate and journalistic.
Level 2 (2-3 marks)	Sound knowledge and understanding of the North-South divide, and awareness of the global poverty trap which has prevented many LDCs in the Global South from developing.
Level 3 (4-5 marks)	Comprehensive knowledge and understanding of the North-South divide, and of the extent to which it is growing. Knowledge also of the reasons for the continued poverty in the Global South and the contrast to economic growth in the Global North.

A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (3-5 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (6-7 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.
A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
19.	Why is sustainable development a contested concept?
	Indicative content
	<p>Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs. Sustainable development focuses on developing strategies which promote development without environmental degradation, exploitation or pollution. It was a contested concept for a number of reasons. Some oppose sustainable development because it focuses attention on 'needs' thereby reflecting concern for basic human needs such as reducing poverty, rather than the usual economic mantra of satisfying economic 'wants'. Sustainable development has won support from a number of groups, such as environmentalists who are more concerned with tackling problems such as pollution, climate change, and threats to habitats and biodiversity. It also won approval from those who fear present patterns of economic and population growth are unsustainable and that the Earth is close to its 'carrying capacity'. Overall, sustainable development has become popular with the political left wing, with anti-capitalists and with environmentalists. It has been criticised by those who feel that sustainable development restrains economic growth and human development. It is regarded as a luxury which only the wealthy can afford, and which hinders the development of the poorest people on the planet. Alternatively it could cost some of the richest firms a lot of money.</p>
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of sustainable development.
Level 2 (2-3 marks)	Sound knowledge and understanding of sustainable development and of the reasons why it has been contested.
Level 3 (4-5 marks)	Comprehensive knowledge and understanding of sustainable development and of the reasons why it has been contested.
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (3-5 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (6-7 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.

A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
20.	How is the protection of human rights becoming more significant in global politics?
	Indicative content
	<p>rights protection is concerned with the development of universal rights of humans against abuse by their own government. However the most important principle of international relations has arguably been the supremacy of state sovereignty. Clearly, human rights challenge state sovereignty. States that have been criticised for human rights violations typically argue that other international actors have no right to interfere in their domestic affairs. Certainly, human rights law has little authority. However, human rights legislation and norms continue to develop. The world is increasingly interconnected and abuses in one state can spill over into neighbouring states, or even distant states. Ethnic conflicts can result, or at least the stability of the international community can be threatened. Thus human rights, it can be argued, are a legitimate topic of international law.</p> <p>leaders, such as Clinton and Blair, argued that the international community can no longer ignore the plight of groups suffering abuse at the hands of their government. Bush has argued that promoting democracy, and thereby respect for human rights, is a worthy foreign policy aim.</p> <p>Good answers will note that punishment for crimes against humanity began with the Nuremberg trials, and continued in 1994-95 when the tribunal for the former Yugoslavia issued indictments for genocide. Answers which suggest that there is evidence of double-standards will be given credit; such as the US criticising China for torturing political prisoners and prohibiting free speech, yet itself being accused of torture in Guantanamo Bay and Abu Ghraib prison. Mention of the UN Commission on Human Rights and the position of High Commissioner for Human Rights also deserve credit.</p>
A01 (5 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1 mark)	Limited knowledge and understanding of the growing importance of human rights.
Level 2 (2-3 marks)	Sound knowledge and understanding of the growing importance of human rights.
Level 3 (4-5 marks)	Comprehensive knowledge and understanding of the growing importance of human rights in international politics. Awareness of a number of significant human rights incidents, from genocide and ethnic cleansing to imprisonment without trial, and prisoner abuse,
A02 (7 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-2 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (3-5 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (6-7 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.

A03 (3 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1 mark)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (2 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (3 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.

Question number	Question
30.	'The 2003 Iraq War was justified'. Discuss.
	Indicative content
	<p>The 2003 Iraq war was extremely controversial, notably because its legitimacy both in international law and in morality was so doubtful. At various times different reasons have been given for the war. The justification for the war was to prevent Saddam Hussein from attacking neighbouring states, as he had previously done (Iran and Kuwait). The war was a pre-emptive strike against Iraq, which 'supposedly' had been a major protagonist in the Sept 11 attacks. The war was necessary, it was argued, because Iraq was close to developing nuclear weapons, after which the cost of engaging in war against Iraq would be too great. The war was necessary to enforce the will of the UN, which Saddam had repeatedly flouted. It was necessary to rid the Iraqi people of a terrible dictator who had committed atrocities against the Kurds, and the Shi'ites. It was important to bring democracy to the Iraqi people.</p> <p>No wonder such controversy existed, and still does. Kofi Annan himself declared the war as illegal under international law. Iraq was not the aggressor nation. No WMD were found. The threat to Western security was allegedly 'sexed up'. Iraqis were suffering before 2003, but their suffering was not only due to an oppressive regime, but also to the sanctions imposed post Gulf War 1. It now seems that Iraq had exaggerated its own military strength, so as not to appear weak. Or the US intelligence had received information it wanted to hear, not accurate intelligence.</p> <p>Many criticised the pre-emptive strike argument, but there is an accepted precedence, the Caroline case (when Britain sank a US merchant ship carrying weapons for the French Canadian independence forces). However, not only were there no WMD, but there was no link between Saddam and attacks against the US. The UN argument also is weak. There was no UN resolution permitting the use of force, so the US led coalition cannot realistically argue that they were carrying out the will of the UN. Moreover, Iraq is less stable now than it was before the war. Thousands of Iraqis have died, yet violence continues. If pragmatists wish for the war to be judged on whether the world has become more stable; that the Middle East is more stable, that Iraq is more stable, that Iraqis at least have freedom, democracy and human rights protection, then the war is not justified. There is a lot of progress to be made.</p> <p>Level 3 answers must contain a detailed, 2-sided analysis, with evaluation. One-sided discussion of the illegality of the war, for example is inadequate.</p>
A01 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding of the reasons for the war.
Level 2 (5-8 marks)	Sound knowledge and understanding of the justification for war, as well as evidence to both support and criticise the justification arguments.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding of the justification for war, as well as evidence to both support and criticise the justification arguments. Knowledge and understanding of 'Just War' theory.
A02 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of political information, arguments and explanations. Simple or unreliable evaluation of arguments, or little link between arguments and evidence. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of political information, arguments and explanations. Relevant concepts and theories are used. Sound evaluation of arguments in the light of evidence. Satisfactory identification of parallels and connections or similarities and differences.
Level 3 (17-24 marks)	Sophisticated analysis of political information, arguments and explanations. Confident application of well-developed concepts and theories. Full and reliable evaluation of arguments in the light of the evidence available. Clear identification of parallels and connections or similarities and differences.

A03 (9marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with a links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints / perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Question number	Question
31.	'Global warming is forcing international cooperation over environmental issues.' Discuss.
	Indicative content
	<p>Global warming is a recent phenomenon. For more than three decades leading to the 1970s climatologists believed that global cooling was occurring. Indeed some scientists argued that CO₂ emissions would delay the onset of an ice age because CO₂ would act as a blanket around the earth, keeping warm air inside. Since the 1980s some scientists have expressed fears that global temperatures have been rising at an unprecedented rate. There is now widespread agreement that climate change, or global warming, is occurring. There is less agreement over the causes of global warming, and whether global warming will have dire consequences, or if it will have beneficial consequences in some cases, and in others can be addressed using modern technology. Achieving concerted global action on climate change is complicated since the tradition within International Relations is state-centric, centered around concepts of state sovereignty and the belief that states pursue their national interest. Moreover, global environmental problems tend not to be caused by deliberate acts of national policy, but instead are the unintended side-effects of broader socio-economic processes. Non-state actors such as firms are at least as important as states in that their activities will lead to environmental damage. However, states do legislate within their territories and so should play a central role in developing and enforcing environmental solutions.</p> <p>Environmental pessimists argue that humans are causing global warming. They are also alarmed at the impact of global warming. Higher temperatures (between 1C and 5C higher by 2100) will speed the melting of the polar ice caps and sea levels will rise. Studies indicate that the Arctic ice cap has shrunk by about 14,000 square miles since 1950. The sea level will rise by an average of 1-2mm per year, affecting many island countries such as the Maldives. Also the frequency of violent storms and extreme weather has increased bringing devastation to many areas (note the effects of el Nino).</p> <p>Environmental optimists point out that the Earth has natural warming and cooling trends, and since the Earth cooled slightly in the 1950s and 1960s any warming will have little overall effect. The Bush administration have found scientists who claim that CO₂ is unlikely to cause any significant temperature change. Other optimists claim that the only chance of a modest climate change is high. Indeed, some optimists argue that some areas will benefit from global warming. Why should northern Britain worry about higher temperatures? Growing seasons will lengthen and quality of life will improve. Inevitably some areas will suffer from rising sea levels or longer dry periods, but other areas will benefit. There will be winners and losers. With such diversity of scientific opinion it is not surprising that concerted action on climate change has been difficult to achieve. However, as Al Gore has collected an Oscar for his environment documentary, even George Bush has begun to concede that international cooperation over climate change is occurring and Australia has banned the sale of traditional light bulbs.</p>
AO1 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding of global warming debate and of attempted international action to reduce CO ₂ emissions.
Level 2 (5-8 marks)	Sound knowledge and understanding of the global warming debate and of attempted international action to reduce CO ₂ emissions.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding of the global warming debate and of attempted international action to reduce CO ₂ emissions. Excellent knowledge of summits and agreements, but also of the 'tragedy of the commons' and its application to the environment debate.

A02 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis of the effectiveness of international summits and agreements to reduce global warming. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of the effectiveness of international summits and agreements to reduce global warming. Discussion of the extent to which global warming is forcing states and citizens to reduce CO2 pollution. Satisfactory identification of parallels and connections or similarities and differences
Level 3 (17-24 marks)	Sophisticated analysis of the effectiveness of international summits and agreements to reduce global warming, given the state-centric, nationally self-interested nature of global politics. Discussion of the extent states will be willing to break or refuse to ratify international agreements which are still seen by some as unwarranted, unnecessary and too expensive in terms of economic development. Discussion is also made of whether the Global Poor should be made to pay for the pollution caused by the Global Rich. Clear identification of parallels and connections or similarities and differences.
A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments and explanations, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints / perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

Question number	Question
32.	'Corruption is the grease that lubricates the squeaky gate.' Discuss the extent to which corruption hinders or promotes development.
	Indicative Content
	<p>Corruption is arguably one of the 'oldest part-time professions' (giving and receiving bribes). It may occur whenever the public and private sectors meet or whenever a public official has control over something which has value and discretion to determine its allocation to the private sector.</p> <p>Corruption = Monopoly + Discretion - Accountability.</p> <p>Defenders of 'the giving of financial incentives' to government officials argue that a bribe is a necessary payment to speed up the bureaucratic minefield which exists in many Less Developed Countries (LDCs). The bribe is therefore the oil or grease which enables the inefficient bureaucracy to work more smoothly. Of course some defenders will accept that deregulation will reduce the need for corruption, and so good governance will aim to deregulate as well as improve transparency, accountability and openness. However, until such governance is widespread, it can be argued that the payment of bribes is essential for an economy to operate.</p> <p>Bribery leads to economic waste and inefficiency because resources are allocated to the activities which yield the greatest bribes, commissions or kickbacks. Investment becomes geared towards large defence projects and 'white elephants' rather than economic development, education or health. Foreign suppliers tend to be favoured over local ones because they tend to be more discreet and/ or able to pay large bribes: A vicious circle of increasing corruption results.</p> <p>Level 3 answers will give a full and balanced account of the corruption arguments. Examples of corruption from both rich and poor nations should be discussed.</p>
A01 (12 marks)	Demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and debates
Level 1 (1-4 marks)	Limited knowledge and understanding of corruption and its impact.
Level 2 (5-8 marks)	Sound knowledge and understanding of the prominence of corruption in some LDCs and efforts to fight corruption.
Level 3 (9-12 marks)	Comprehensive knowledge and understanding of the role of corruption in many developing states and of the impact corruption has on governance. Knowledge of measures taken by states in the Global North and the South to reduce corruption.
A02 (24 marks)	Analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences between aspects of the political systems studied
Level 1 (1-8 marks)	Limited analysis. Partial awareness of parallels and connections or similarities and differences.
Level 2 (9-16 marks)	Adequate analysis of the arguments. Satisfactory identification of parallels and connections or similarities and differences
Level 3 (17-24 marks)	Sophisticated analysis of the arguments of whether corruption will promote or hinder development. Clear identification of parallels and connections or similarities and differences.

A03 (9 marks)	Construct and communicate coherent arguments making use of a range of appropriate political vocabulary
Level 1 (1-3 marks)	Some clear communication of arguments. Little evidence of coherence in the argument. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit. Insecure use of political vocabulary. Political vocabulary is sometime used correctly. The writing may have limited coherence and will be generally comprehensible, but passages will lack both clarity and organisation. The skills needed to produce effective writing will not normally be present. Frequent syntactical and/or spelling errors are likely to be present.
Level 2 (4-6 marks)	Clear communication of most arguments. Appropriately constructed arguments, with links made between the conclusion and the preceding discussion. Political vocabulary is generally used correctly. The writing will be coherent in places but there are likely to be passages which lack clarity and/or proper organisation. Only some of the skills needed to produce convincing extended writing are likely to be present. Syntactical and/or spelling errors are likely to be present.
Level 3 (7-9 marks)	Very clear communication of arguments. Well constructed and coherent arguments, with a clear sense of direction leading to a conclusion that flows from the discussion. Good use of political vocabulary. Some syntactical and/or spelling errors may be found but the writing will be coherent overall. The skills required to produce convincing extended writing will be in place.
Synoptic skills (12 marks)	Identification of differing viewpoints or perspectives, and an awareness of how these viewpoints affect the interpretation of political events or issues and shape the conclusions drawn
Level 1 (1-4 marks)	Limited identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Simple awareness of how the viewpoints shape political analysis and result in competing arguments and rival conclusions
Level 2 (5-8 marks)	Appropriate identification of major viewpoints/perspectives on the question. An awareness of the nature of the viewpoints and of how they shape political analysis and give rise to competing arguments and rival conclusions.
Level 3 (9-12 marks)	Clear identification of viewpoints/perspectives on the question, or a one sided appreciation of the question. Full recognition of the nature of the view points and how they shape political analysis and result in competing arguments and rival conclusions.

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