

Government and Politics

Advanced GCE A2 7834

Advanced Subsidiary GCE AS 3834

Mark Schemes for the Units

June 2007

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This mark scheme is published as an aid to teachers and students, to indicate the requirements of the examination. It shows the basis on which marks were awarded by Examiners. It does not indicate the details of the discussions which took place at an Examiners' meeting before marking commenced.

All Examiners are instructed that alternative correct answers and unexpected approaches in candidates' scripts must be given marks that fairly reflect the relevant knowledge and skills demonstrated.

Mark schemes should be read in conjunction with the published question papers and the Report on the Examination.

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INSTRUCTIONS ON MARKING SCRIPTS

Excerpts from the Instructions for Examiners booklet.

For many question papers there will also be subject or paper specific instructions which supplement these general instructions. The paper specific instructions follow these generic ones.

1 Before the Standardisation Meeting

Before the Standardisation Meeting you must mark a selection of at least 10 scripts. The selection should be drawn from several Centres. The preliminary marking should be carried out **in pencil** in strict accordance with the mark scheme. In order to help identify any marking issues which might subsequently be encountered in carrying out your duties, the marked scripts must be brought to the meeting.

2 After the standardisation meeting

- a) Scripts must be marked in **red**, including those initially marked in pencil for the Standardisation Meeting.
- b) All scripts must be marked in accordance with the version of the mark scheme agreed at the standardisation meeting.
- c) **Annotation of scripts**

The purpose of annotation is to enable examiners to indicate clearly where a mark is earned or why it has not been awarded. Annotation can, therefore, help examiners, checkers, and those remarking scripts to understand how the script has been marked.

Annotation consists of:

- the use of ticks and crosses against responses to show where marks have been earned or not earned;
- the use of specific words or phrases as agreed at standardisation and as contained in the final mark scheme either to confirm why a mark has been earned or indicate why a mark has not been earned (eg indicate an omission);
- the use of standard abbreviations eg for follow through, special case etc.

Scripts may be returned to Centres. Therefore, any comments should be kept to a minimum and should always be specifically related to the award of a mark or marks and be taken (if appropriate) from statements in the mark scheme. General comments on a candidate's work must be avoided.

Where annotations are put onto the candidates' script evidence, it should normally be recorded in the body of the answer or in the margin immediately adjacent to the point where the decision is made to award or not award the mark.

d) **Recording of marking: the scripts**

- i) Marked scripts must give a clear indication of how marks have been awarded, as instructed in the mark scheme.
- ii) All numerical marks for responses to part questions should be recorded unringed in the right-hand margin. The total for each question (or, in specified cases, for each page) should be shown as a single ringed mark in the right-hand margin at the end of each question.
- iii) The ringed totals should be transferred to the front page of the script, where they should be totalled.
- iv) Every page of a script on which the candidate has made a response should show evidence that the work has been seen.
- v) Every blank page should be crossed through to indicate that it has been seen.

e) **Handling of unexpected answers**

The standardisation meeting will include a discussion of marking issues, including:

- a full consideration of the mark scheme in the context of achieving a clear and common understanding of the range of acceptable responses and the marks appropriate to them, and comparable marking standards for optional questions;
- the handling of unexpected, yet acceptable answers.

There will be times when you may not be clear how the mark scheme should be applied to a particular response. In these circumstances, a telephone call to the Team Leader should produce a speedy resolution to the problem.

GENERAL MARKING INSTRUCTIONS

When marking, examiners must use both this mark scheme and the Assessment Matrix (Appendix B of the subject specifications).

The Assessment Matrix

Broadly speaking, and depending on the question, examiners should look for:

- a balanced and well-focused answer;
- which correctly identifies a number and range of relevant and important factors;
- in detail;
- and communicates these clearly in a logical, fluent and coherent style;
- containing few, if any, errors of grammar, punctuation and spelling.

And credit answers which display knowledge and understanding of:

- current examples;
- political concepts, theories and language;
- other political systems including the EU;
- parallels, connections, similarities and differences.

The Mark Scheme

The mark scheme is indicative of the kinds of points likely to be raised by candidates in answering the questions, however, because of the nature of the subject of *Government and Politics*, they cannot be regarded as definitive and the professional judgement and training of individual examiners will inevitably apply.

All substantive issues surrounding the paper will be settled at the standardisation meeting and through the arrangements made by OCR to ensure a consistent approach by all examiners. Examiners should contact the Principal Examiner if they have any concerns about the way an individual script should be marked.

Examiners must refer to the OCR booklet 'Instructions to Examiners' issued in each examination session for details about administrative procedures.

Marks

- The mark for a particular question is obtained by the applying the mark scheme and Assessment Matrix.
- The maximum number of marks for each assessment objective is as follows:

	AO1	AO2	AO3	Total
Part a. of all questions	8		4	12
Part b. of all questions	8	16	4	28
Total	16	16	8	40

Assessment Objective 3

- Up to four AO3 marks can be awarded for each part question.
- Where a full-length answer is provided:

- two marks should be used to credit the ability to construct clear arguments and explanations and to provide a range of evidence and to communicate these in a clear, structured manner, making use of appropriate political vocabulary;
- two marks should be used to credit spelling, punctuation and grammar.
- Where answers are short, examiners must use their judgement: a very short answer which meets the above criteria should not necessarily be awarded full marks for AO3.

**Mark Scheme 2595
June 2007**

2595 Elections, Electoral Systems and Voting behaviour in the UK

- 1 Using Source A and your own knowledge, describe the main features of the system used for electing members of the Welsh Assembly. [10]**

[Specification: Elections for assemblies in Wales]

	AO1	AO2	AO3
Maximum	8		2
Level 4	7-8		2
Level 3	5-6		2
Level 2	3-4		0-1
Level 1	0-2		0-1

AO1 Candidates will display knowledge and understanding of the methods used for electing members of the Welsh Assembly. Go to 5 of the 8 AO1 marks for intelligent use of the Source data, such as the two different types of constituency, the greater 'accuracy' of the system and the fact that voters have two votes. Reward highly any valid attempts to explain how the regional list system works. Own knowledge could vary from fixed terms to different outcomes. Do not reward attempts to discuss the power, or lack of, that the Assembly may have, or the usual diatribes about the dangers of coalitions.

- 2 Using Source B and your own knowledge, explain the main reasons for the low turnout in recent general elections. [20]**

[Specification: UK Parliamentary elections, general elections. Voting Behaviour, trends]

	AO1	AO2	AO3
Maximum	16		4
Level 4	13-16		4
Level 3	9-12		3
Level 2	5-8		2
Level 1	0-4		0-1

AO1 Candidates will display knowledge and understanding of information made available in the Source. Go to 10 for really intelligent use of the Source, with proper development of the four points made there. Do not necessarily expect full coverage of all. Reserve at least 6 of the AO1 marks for other factors, unless the development of the four points made is really first rate. Own knowledge could range from simple apathy, alienation of the young to a failure to register.

- 3 Using Source C and your own knowledge, make a case AGAINST the use of referendums in a democracy** [30]
[Specification: Referendums]

	AO1	AO2	AO3
Maximum	12	12	6
Level 4	10-12	10-12	5-6
Level 3	7-9	7-9	4
Level 2	4-6	4-6	2-3
Level 1	0-3	0-3	0-1

AO1 Candidates will display knowledge and understanding of the information available in the Source. Turnout is the obvious one, as also is the degree to which government can control and influence the whole process. Reward highly any candidate who develops the 'democratic' point in the last line, even at a simple level. There is a huge range of own knowledge possible. Factors might be the details of referendums such as 1975 and 1979, the complexity of the issues to date and the possibly dangerous implications of using a referendum on such issues as the EURO and immigration/asylum seekers.

AO2 The case against is being looked for here, although you may have to look at the inevitable cases 'for' for relevance by implication. Reward clear points which are effectively substantiated and above all reward those who think seriously about the implications for democracy. Any indication of a candidate trying to prioritise their reasons should be rewarded.

- 4 Using Source D and your own knowledge, make a case FOR electoral reform for UK general elections.** [40]
[Specification: Electoral systems]

	AO1	AO2	AO3
Maximum	16	16	8
Level 4	13-16	13-16	7-8
Level 3	9-12	9-12	5-6
Level 2	5-8	5-8	3-4
Level 1	0-4	0-4	0-2

AO1 Candidates will display knowledge and understanding of the differing electoral systems illustrated in the source and how and why they produce different outcomes. Knowledge of the FPTP system is expected. Reward equally the advantages of the different systems, such as no wasted votes etc, as well as possible demerits of the FPTP system such as safe seats and the type of 'system bias' that was so evident in 2005. Do not reward those who feel the need to sound off at length about the horrors that coalitions will bring. Candidates who focus on a single one of the alternatives, (and do it well) should be as capable of L4 as those who look at more than one system more superficially.

AO2 Although this is a question 4 there is only the case 'for' being asked for. The best candidates should look at both the possible failings of FPTP and the possible merits of other systems. Again there is no need for a long debate on all the alternatives. Any candidate who makes a clear case with at least three developed points and proper supporting detail should be considered for L4.

**Mark Scheme 2596
June 2007**

2596 Politics of the UK

- 1 i) **Define the term pressure group.**
- ii) **Using examples other than those in the sources above, explain the difference between cause and sectional groups. [10 marks]**

Specifications; knowledge and understanding of pressure groups; types.

	AO1	AO2	AO3
Level 4	7-8		2
Level 3	5-6		2
Level 2	3-4		0-1
Level 1	0-2		0-1

For part i), mark according to the degree of detail awarding up to 4 marks for AO1. Candidates should know;

- that these groups seek to influence government and the public generally without seeking office
- tend to have a narrower range of objectives compared to parties
- groups have formal organisation as opposed to movements

Reward use of examples.

For part ii), mark according to the degree of detail awarding up to 4 marks for AO1. Candidates should know that sectional groups;

- tend to have an economic interest to promote
- are often based on profession / occupation
- materially benefit directly from the success of their group
- tend to be exclusive in membership

Cause groups, however;

- tend to focus on ethical / social issues
- are less self-interested
- membership tends to be more open

Candidates should quote at least one example of each type of group.

Up to 2 marks overall for the organisation and presentation of the answers (AO3).

2 How does the UK government seek to limit sex, race and disability discrimination?
[20 marks]

Specifications; civil rights and liberties; issues concerning race gender and disability; equal opportunities.

	AO1	AO2	AO3
Level 4	13-16		4
Level 3	9-12		3
Level 2	5-8		2
Level 1	0-4		0-1

Candidates should address a range of areas to reach level 4; given the time limitation (10-12 minutes) do not anticipate much detail. Reference to two areas with good detail will allow candidates to access level four marks. Areas could include;

Sex: it is illegal to discriminate on grounds of gender or when appointing, promoting or dismissing someone. Reward any relevant examples such as large claims by women claiming discrimination in the City.

Race: it is illegal to discriminate when selling or renting property between different racial groups. It would be illegal to operate a policy of selling only to a particular racial group or to claim a property is already let when a coloured person applies and then subsequently let it to a white person. **Race and the use of language:** it is a crime to use racially offensive language and any racist element to a crime aggravates that offence and adds to the severity of the punishment. A racially offensive comment by a football manager resulted in immediate compulsory resignation.

Disability: since October 2004 all public buildings must be accessible to the disabled and public services such as the railway must make their announcements available to both the deaf and blind.

Candidates may refer to relevant legislation such as the Sex Discrimination Act 1975, Disability Discrimination Act 1995 or Race Relations Act 1976. Reward candidates may make reference to the Commission for Equality and Human Rights and its predecessors.

Two areas covered with details and accuracy will allow candidates to access level 4 marks.

Reward all valid suggestions and give marks for relevant examples.

3 Assess the merits and demerits of incorporating the European Convention on Human Rights into UK law. [30 marks]

Specifications; civil rights and liberties, the incorporation of the European Convention on Human Rights into British law and the advantages and disadvantages of this.

	AO1	AO2	AO3
Level 4	10-12	10-12	6
Level 3	7-9	7-9	4-5
Level 2	4-6	4-6	3
Level 1	0-3	0-3	0-2

AO1: Candidates will be rewarded on the number of issues raised and the depth of the knowledge displayed. A list of points 'for' incorporation can receive AO1 marks.

Merits may include:

- A citizen can now use the British courts for ECHR issues.
- Issues may be heard within the UK judiciary.
- The executive and legislature take account of the Act when making decisions and laws.
- Executive bodies (quangos, trusts etc.) have to take notice of the Act when applying the law.
- Information/educational possibilities.

Demerits include:

- Spurious rights (according to Conservative David Davis)
- Litigation / compensation culture
- Changed role for the judiciary
- The Act does not go far enough (eg judges can only declare incompatibility)
- Parliament can override this Act

At Level 1 and 2 there may be a few generalised points that lack balance. Better candidates will give more specific information and some examples.

Award levels 3 and 4 for own knowledge, detail and example, according to range and depth.

AO2: Candidates should evaluate these points. There should be a focused attempt to balance the arguments for and against for the top levels. However a list of points 'for or against' (but not both) the Act can receive AO2 marks in the lower levels, according to understanding or depth.

Discussion might include some of the following:

- the threat to civil rights as seen in the past but the difficulty of entrenching specific rights;
- the need to contain the executive against the problem of changing society;
- the virtues or otherwise of decisions taken by an independent judiciary as against elected politicians;
- issues of the balance between security and liberty
- the desirability of preventing excessive encroachment by bodies such the police against whether this is not already achieved adequately in more informal ways;
- the problems of the nature of the British constitution and parliamentary sovereignty making such a bill unachievable.
- reduced cost of legal action, improving access to justice
- awareness of rights issues improving respect for rights.

Levels 3 and 4 should offer some examples and possibly some comparisons.

AO3 At lower levels there may be inaccurate spelling, punctuation and grammar. The answer may be unbalanced, unfocused.

At Level 3 and 4 candidates will show clarity of expression and the ability to balance arguments and reach a logical conclusion in a coherent manner.

4 Critically examine the view that pressure groups have too much influence.

[40 marks]

Specifications; pressure groups, methods used, arguments for and against their existence and influence.

	AO1	AO2	AO3
Level 4	13-16	13-16	7-8
Level 3	9-12	9-12	5-6
Level 2	5-8	5-8	3-4
Level 1	0-4	0-4	0-2

AO1; Candidates should show knowledge of how interest groups seek to influence decision makers, including some of the following methods;

- Developing links with the executive and legislature
- Establishing a close relationship with a party
- Launching media campaigns
- Using sanctions and threat of sanctions
- Recruiting large memberships
- Using professional lobbyists
- Marches, demonstrations and petitions
- Direct Action activities
- Legal action

Mark according to the range and depth of knowledge.

AO2: Candidates should evaluate their points arguing clearly. The focus may be on the excessive influence and candidates who approach the question in this way may still access level 4 according to the sophistication of their assessment. A balanced consideration, assessing both the merits and demerits of pressure groups may also reach level 4 on the basis above. Candidates may legitimately challenge the assertion of the question noting the benefits to government of pressure groups (eg fostering participation, providing information, a check on executive).

- However, to access levels 3 or 4, candidates must show knowledge of arguments of excess influence. The sources provide some help and candidates might include some of the following points:
Pressure groups may marginalise parliament through 'insider' strategies with ministers and civil servants.
- Gridlock, preventing policy development eg Blair complained of public sector groups frustrating reforms.
- Well-organised groups do not necessarily reflect the views of the majority.
- Business groups, often with greater resources, seen as more influential than groups which seek broader public benefit.
- The sectional, selfish nature of groups that pursue their own interests to the detriment of the good of the broader community.

- Some groups have very large influence, even dominate, in particular policy areas eg Bar Association in law reforms.
- Illegality of some of their actions, threatening the rule of law. eg animal rights activists

At levels 3 and 4 there should be examples of some of the point above.

Reward candidates who consider the role of government in a representative democracy and how pressure groups fit into this structure. Reward candidates who show familiarity with relevant concepts (eg pluralism, elitism, representative democracy).

AO3 At lower levels there may be inaccurate spelling, punctuation and grammar. The answer may be unbalanced, unfocused.

At Level 3 and 4 candidates will show clarity of expression and the ability to balance arguments and reach a logical conclusion in a coherent manner.

**Mark Scheme 2597
June 2007**

2597 Government of the UK

- 1 a **Outline the main principles of the British constitution.** [12]
 b **Discuss the view that Britain is better off with an unwritten constitution.** [28]

[Specification: Principles of the constitution; advantages and disadvantages of an unwritten constitution.]

- a) **Outline the main principles of the British constitution.** [12]

AO1 [8] AO3 [4]

- Candidates must display knowledge and understanding of the main principles of the British constitution and should be able to describe the following:
 - the sovereignty of parliament;
 - the rule of law;
 - the partial separation of powers.
- A case could also be made for its democratic pretensions, its unwritten nature and hence relative flexibility, the protection given to the rights of the individual, and its unitary, monarchical and parliamentary nature.
- To reach Level 4, candidates must be able to identify and describe a range of principles, but do not expect great depth.
- Credit candidates who are able to use contemporary examples, though this is likely to be unusual.

- b) **Discuss the view that Britain is better off with an unwritten constitution.** [28]

AO1 [8] AO2 [16] AO3 [4]

- For AO1 marks, candidates must display knowledge and understanding of constitutions, both written and unwritten (uncodified), and of the nature of British constitution in particular.
- For AO2 marks, candidates must discuss whether Britain is better off with an unwritten constitution. Such a discussion should cover the advantages and disadvantages of unwritten constitutions but could also make reference to the advantages and disadvantages of written constitutions. It should include some of the following points:
 - the flexibility and adaptive qualities of unwritten constitutions;
 - the fact that significant power is not placed in the hands of unelected judges;
 - the additional respect for the principles of the constitution that is engendered by custom and convention which have been sanctified by history and not simply invented;
 - the absence of any rigid principles which may encourage dissent;
 - but also, the absence of clear statements of what the rights of the individual are;
 - the lack of entrenchment ie the ease with which the constitution can be changed;
 - the increased power given to judges responsible for interpreting the constitution.
- Reward focus and balance, but distinguish between description (AO1) and analysis (AO2).
- Level 4 answers will offer a discussion that is clearly focussed on whether Britain is better off with an unwritten constitution. There will be some attempt at a balanced analysis.
- Candidates who provide answers which are short, poorly focussed, lacking range and/or depth and which present only one side of the argument should be placed in the lower levels.
- Credit candidates who are able to use contemporary examples.

- 2 a **Describe how the House of Commons scrutinises the work of the government.** [12]
- b **Discuss the view that the House of Commons is an ineffective check on the government.** [28]

[Specification: role of parliament, parliamentary government; functions and powers of the House of Commons; role of backbenchers and opposition]

- a) **Describe how the House of Commons scrutinises the work of the government.** [12]

AO1 [8] AO3 [4]

- Candidates must display knowledge and understanding of how the House of Commons scrutinises the work of the government including:
 - questions, oral and written;
 - debates, in their various forms;
 - committees, standing and select.
- They may also refer to the role of the opposition and backbenchers.
- To reach Level 4 candidates must identify a range of methods, but do not expect great depth.
- Credit candidates who are able to use contemporary examples, though this is likely to be unusual.

- b) **Discuss the view that the House of Commons is an ineffective check on the government.** [28]

AO1 [8] AO2 [16] AO3 [4]

- For AO1 marks, candidates must display knowledge and understanding not only of how the Commons checks the government, but also the effectiveness of these methods.
- For AO2 marks, candidates must discuss the effectiveness of the House of Commons as a check on the executive branch. Such a discussion should cover some of the following points:
 - the broad value of any particular method employed, for example, the importance of debates in allowing legislation to be discussed, amended and approved (or not), but also general criticisms, for example, the impact of large majorities and/or party loyalty;
 - the specific value of any particular method, for example, the usefulness of the weekly cross-examination of the prime minister at question time, but also specific criticisms, for example, the limits on the number and nature of questions that can be asked and the nature of the encounters which have become a battle of wits rather than an effective probing of the executive.
- Reward focus and balance, but distinguish between description (AO1) and analysis (AO2).
- Level 4 answers will offer a discussion that is clearly focussed on the effectiveness of Common's scrutiny of the executive branch and there will be some attempt at a balanced analysis.
- Candidates who provide answers which are short, poorly focussed, lacking range and/or depth and which present only one side of the argument should be placed in the lower levels.
- Credit candidates who are able to use contemporary examples.

- 3 a **Outline the main powers of the prime minister. [12]**
 b **Discuss the view that there are too few limits on the power of the prime minister. [28]**

[Specification: role, function and powers of the prime minister; debate over prime ministerial power]

- a) **Outline the main powers of the prime minister. [12]**

AO1 [8] AO3 [4]

- Candidates must display knowledge and understanding of the main powers of the prime minister and should cover some of the following:
 - their right to exercise the prerogative powers, including the right to declare war, sign treaties and cede territory, advise the monarch on the dissolution of Parliament, appoint and dismiss members of the government and other powers of patronage;
 - their chairmanship of the cabinet with all the powers that flow from this;
 - head of the civil service;
 - but also the power that follows from (normally) being leader of the majority party in parliament.
- To reach Level 4, candidates must identify and outline a range of powers, but do not expect great depth.
- Credit candidates who are able to use contemporary examples.

- b) **Discuss the view that there are too few limits on the power of the prime minister. [28]**

AO1 [8] AO2 [16] AO3 [4]

- For AO1 marks, candidates must display knowledge and understanding of the limits on the powers of the prime minister, for example:
 - the need for PMs to retain the support of their cabinet colleagues;
 - the need for PMs to retain the support of their party;
 - the need for PMs to retain the support of parliament;
 - the need for PMs to retain the confidence of the electorate;
 - the size and complexity of modern government;
 - the importance of political circumstances.
- For AO2 marks, candidates must discuss whether there are too few limits on the power of the prime minister. Such a discussion should cover some of the following points:
 - the lack of formal, constitutional, limitations on the power of the PM eg no written constitution, no need to seek approval for appointments or foreign treaties, weak second chamber, no fixed term, no term limits, weak form of judicial review, only a partial separation of powers etc.;
 - the lack of political limitations, especially for PMs with large majorities and the support of a cohesive, loyal or quiescent parliamentary party.
 - but the limitations do exist (see AO1 above).
- Reward focus and balance, but distinguish between description (AO1) and analysis (AO2).
- Level 4 answers will offer a discussion that is clearly focussed whether there are too few limits on the power of the prime minister and there will be some attempt at a balanced analysis.
- Candidates who provide answers which are short, poorly focussed, lacking range and/or depth and which present only one side of the argument should be placed in the lower levels.
- Credit candidates who are able to use contemporary examples.

- 4 a **Describe the role of the executive and the role of the judiciary in the government of the United Kingdom.** [12]
- b **Discuss the view that the judiciary is not truly independent of the executive.** [28]

[Specification: role of the executive; role of the judiciary; power of the judiciary; relationship between the legislative, executive and judicial branches of government.]

- a) **Describe the role of the executive and the role of the judiciary in the government of the United Kingdom.** 12]

AO1 [8] AO3 [4]

- Candidates must display knowledge and understanding of the roles of the executive and judicial branches of government, broadly along the lines that:
 - the executive makes and then carries out policy;
 - the judiciary interprets and applies the law.
- Mention may be made of specific roles, for example, in the case of the judiciary, statutory interpretation and judicial review, or broader roles, for example, the role of judges in chairing important inquiries. These are acceptable. However, identification of institutions - the prime minister, the cabinet, the civil service - is not required, and, indeed, should not be rewarded.
- To reach Level 4, candidates must identify and describe the roles of both the executive and the judiciary, but do not expect either great range or depth.
- Credit candidates who are able to use contemporary examples.

- b) **Discuss the view that the judiciary is not truly independent of the executive.** [28]

AO1 [8] AO2 [16] AO3 [4]

- For AO1 marks candidates must display knowledge and understanding of the formal independence of the judiciary and the limits on that independence.
- For AO2 marks, candidates must discuss the extent the judiciary is independent of the executive. Such a discussion should cover some of the following points:
 - the method of appointment, remuneration and dismissal;
 - their formal independence (non-interference);
 - but, the overlap of functions and personnel NB 2005 reforms;
 - the lack of protection that a written constitution might provide;
 - the sovereignty of parliament (and effectively of the executive?);
 - the use of judges to conduct politically sensitive inquiries;
 - examples of judicial decisions.
- Reward focus and balance, but distinguish between description (AO1) and analysis (AO2).
- Level 4 answers will offer a discussion that is clearly focussed on whether the judiciary is really independent of the executive and there will be some attempt at a balanced analysis.
- Candidates who provide answers which are short, poorly focussed, lacking range and/or depth and which present only one side of the argument should be placed in the lower levels.
- Credit candidates who are able to use contemporary examples.

- 5 a **Outline what is meant by sovereignty.** [12]
 b **Discuss the view that membership of the European Union has had a limited impact on British sovereignty.** [28]

[Specification: the institutional relationship between the UK and the EU; sovereignty; impact (of EU) on the British constitution; current issues]

- a) **Outline what is meant by the term ‘sovereignty’.** [12]

AO1 [8] AO3 [4]

- Candidates must display a knowledge and understanding of what is meant by ‘sovereignty’.
- They may cover some of the following points:
 - sovereignty is the idea of absolute and unlimited power;
 - a distinction can be made between ‘internal sovereignty’ (where supreme power lies within a state) and ‘external sovereignty’ (the capacity of a state to act independently);
 - a distinction can also be made between ‘legal sovereignty’ and ‘political sovereignty’.
- To reach Level 4, candidates must identify and outline a number of features, but do not expect either great range or depth.
- Credit candidates who are able to use contemporary examples.

- b) **Discuss the view that membership of the European Union has had a limited impact on British sovereignty.** [28]

AO1 [8] AO2 [16] AO3 [4]

- For AO1 marks, candidates must display knowledge and understanding of the impact of EU membership on British sovereignty, for example:
 - the supranational/intergovernmental nature of various parts of the EU;
 - the manner in which important decisions are taken (QMV);
 - the status of those decisions once taken;
 - the superiority of EU law over UK law;
 - but, the UK’s opt-outs;
 - limits on QMV;
 - veto powers;
 - policy not subject to EU directives eg taxation, foreign policy, education, social security etc;
 - the right of parliament to repeal the *European Communities Act, 1972*, and therefore the right of the UK to leave the EU;
- For AO2 marks candidates, must discuss the view that membership of the EU has had a limited impact on the sovereignty of the UK. Such a discussion should cover some of the following points:
 - the belief that membership has resulted in a loss of autonomy and the power to undertake independent action (national sovereignty) and has undermined the legal supremacy of parliament (parliamentary sovereignty);
 - but the counter view that important policy areas remain outside EU control, that sovereignty has not been lost, but ‘pooled’ and that the UK can withdraw from the EU if it wants to. Some might question whether the UK was truly sovereign in the first place.

- Reward focus and balance, but distinguish between description (AO1) and analysis (AO2).
- Level 4 answers will offer a discussion that is clearly focussed on whether EU membership has had a limited impact on British sovereignty and there will be some attempt at a balanced analysis.
- Candidates who provide answers which are short, poorly focussed, lacking range and/or depth and which present only one side of the argument should be placed in the lower levels.
- Credit candidates who are able to use contemporary examples.

**Mark Scheme 2694
June 2007**

	AO1	AO2	AO3
Level 1	0-3	0-3	0-1
Level 2	4-6	4-6	2-3
Level 3	7-9	7-9	4
Level 4	10-12	10-12	5-6

2694 US Government and Politics

1 Discuss the principal weaknesses of the Electoral College. [30]

(Specification: Presidential Elections: the Electoral College)

AO1: Candidates will display knowledge and understanding of the Electoral College which may include: a definition; the allocation of votes to states; the winner-takes-all principle in most states; the 'Maine system'; the need for the winner to gain an absolute majority of Electoral College votes; the system to be used in the case of Electoral College deadlock. Reward candidates who illustrate their answers from the most recent elections.

AO2: Expect candidates to discuss a range of weaknesses of the Electoral College. These may include: the over-representation of small states; the domination of the system by the 11 largest states; possible to lose popular vote but win Electoral College vote (as for Bush in 2000); possible distortion of the popular vote result (though not in 2004); rogue electors; the system's unfairness to national third parties; the potential weaknesses of the system used in the case of Electoral College deadlock.

2 Discuss the view that political parties are no longer of major political importance. [30]

(Specification: Political Parties: roles and functions; roles of third parties. Presidential Elections: theories of voting behaviour. Congress: party cohesion.)

AO1: Candidates will display knowledge and understanding of the role of political parties in American politics. This may include their role in election campaigns, including candidate selection and fund-raising, as well as in determining voting behaviour in American elections. This may also include their role in Congress, including the provision of leadership (Majority and Minority Leaders, Whips, committee chairmen etc), as well as in helping to determine the way members of Congress vote.

AO2: Expect candidates to discuss the view that political parties are no longer of major importance in American politics in a well-balanced fashion. Expect analysis both of theories of party decline (loss of control of presidential nominations, losing out to interest groups, 527s and the new media etc) and party renewal (party building, modern fund-raising techniques, Contract with America etc) as well as of moves towards greater centralisation and ideological cohesiveness in American political parties of late.

3 Analyse the factors most likely to bring success to pressure groups. [30]

(Specification: Pressure Groups: roles and functions; types; methods used; examples of success)

AO1: Candidates will display knowledge and understanding of pressure groups which may include: a definition; roles and functions; types; the main focus however should be on methods used. Reward candidates who use a good range of examples to illustrate their answer and/or who use brief case studies.

AO2: Expect candidates to analyse a range of factors most likely to bring success to pressure groups. These may include: money; large membership; public support and approval; media interest; insider status; use of the “revolving door” and “iron triangles”; effective lobbying strategies. Candidates who attempt to evaluate the relative importance of factors as opposed to writing a list will be rewarded.

4 Discuss whether American government is best described as a system of “separated powers” or “shared powers”. [30]

(Specification: The Constitution: Philadelphia Convention; separation of powers and checks and balances.)

AO1: Candidates will display knowledge and understanding of: the constitutional principle of separation of powers as devised at the Philadelphia Convention by the Founding Fathers; the three separate branches of government – legislature, executive and judiciary; the “separation of personnel”; the constitutional system of checks and balances between the three branches of government. Reward candidates who use a good range of up-to-date examples to illustrate their answer.

AO2: Expect candidates to discuss the fact that it is the institutions of government that are separate whilst the powers are shared through an intricate system of checks and balances. Candidates will discuss the doctrine of “shared powers” through an analysis of a range of checks of balances between the three branches of the government. Reward those who quote Neustadt’s conclusion about “separated institutions, sharing powers.”

5 Examine the reasons why Congress rejects more legislation than it passes. [30]

(Specification: Congress: the legislative process)

AO1: Candidates will display knowledge and understanding of the legislative process and especially those parts of it which are most likely to lead to the rejection of legislation, namely: the number of bills introduced compared with the number passed into law; pigeon holing or lengthy hearings at the committee stage; time pressures on the floors of both chambers; filibustering in the Senate; lack of party cohesion; conference committees; the difficulty of overriding a presidential veto. Reward candidates who back up the claim in the question with some statistics of numbers of bills introduced and passed during recent congressional sessions.

AO2: Expect candidates to examine a number of reasons why Congress rejects more legislation than it passes. Candidates should examine the reasons behind this state of affairs, that is a natural consequence of the way American government was devised by the Founding Fathers and that whilst on the one hand, the legislative process is strewn with numerous hurdles which impede the passage of legislation, this militates against the passage of rash or hasty legislation. There are examples of quick passage of legislation, eg after 9/11 (2001) and Hurricane Katrina (2005).

6 Assess the importance of the president's cabinet. [30]

(Specification: The Presidency: Cabinet; Executive Office of the President)

AO1: Candidates will display knowledge and understanding of the president's cabinet which may include: a definition; recruitment and membership; the possible functions of cabinet meetings; the rise in importance of the Executive Office of the President; reasons why the president's cabinet cannot be all that important.

AO2: Expect candidates to analyse the importance of the president's cabinet in a balanced fashion and also both as individuals (Secretary of State, Secretary of Defense etc) and as a group (at cabinet meetings). Reward candidates who realise that the importance of the president's cabinet varies not only from one president to another but also during a presidency.

7 Evaluate the role played by the Supreme Court in protecting rights and liberties. 30]

(Specification: The Supreme Court: issues concerning judicial review; civil rights and liberties concerning race, religion, gender, freedom of speech and expression.)

AO1: Candidates will display knowledge and understanding of the role played by the Supreme Court in protecting a range of rights and liberties. This may include: a definition and explanation of the Court's power of judicial review; a range of rights and liberties; the Court's ability to act as arbiter of the Constitution and as safeguard of rights and liberties. Reward candidates who use a good range of up-to-date examples.

AO2: Expect candidates to evaluate the role of the Supreme Court in protecting a range of rights and liberties such as those relating to race, religion, gender, freedom of speech and expression. Reward candidates who place the role played by the Supreme Court against the role played by other institutions such as: political parties; pressure groups; the media; Congress; the executive branch.

8 Analyse the most important factors which determine the way people vote in presidential elections. [30]

(Specification: Presidential Elections: theories of voting behaviour)

AO1: Candidates will display knowledge and understanding of recent American presidential elections regarding voting behaviour. This may include: results of recent elections; statistics concerning who voted for whom; theories of voting behaviour; "short term" and "long term" issues. Reward candidates who illustrate their answers with examples from the 2000 and 2004 elections.

AO2: Expect candidates to analyse a range of factors which determine the way people vote in presidential elections. This may include: party affiliation; gender; race; religion; wealth; geographic region; policies. Also look for analysis of the role of pressure groups, money, the media and individual candidates.

**Mark Scheme 2695
June 2007**

Levels	AO1	AO2	AO3
4	10-12	10-12	5-6
3	7-9	7-9	4
2	4-6	4-6	2-3
1	0-3	0-3	0-1

2695 Political Ideas and Concepts

1 Discuss the claim that the virtues of democracy outweigh its vices. [30]

[Specification: Forms of government – justifications and criticisms of democracy, representation, participation and consent – majority rule and the treatment of minorities]

AO1: Candidates should display knowledge and understanding of the key aspects of democracy. These might include majoritarianism, public interest, popular consent and participation. Candidates should also be able to differentiate between the main forms of democracy, particularly direct and indirect systems. Knowledge should be illustrated with reference to relevant theorists – these might include Plato, Aristotle, Rousseau, de Tocqueville, Mill, Pareto, Michels and Schumpeter.

AO2: Candidates should discuss the perceived virtues inherent within democratic systems ranging from the need to hold governments to account, the value of public participation to civic virtue, and improving social solidarity. Candidates should also have an appreciation of the central arguments opposing democracy – these might include poor decision making, threats to individual and minority rights and the dangers of public manipulation. Reward highly those candidates that show appreciation of the extent of the relevance of differing virtues and vices to different types of democracy.

2 Discuss the differing perspectives on the need for authority. [30]

[Specification: Power, authority and legitimacy – explanations of authority]

AO1: Candidates should display knowledge and understanding of the meaning of authority and be able to identify its key types (eg Weber's typology of authority). Understanding of arguments supporting the use of authority within political systems should be shown, in particular conservative theories highlighting its 'natural necessity'. Understanding should also be shown of alternative perspectives on the negative aspects of authority, particularly from anarchist and libertarian thinkers. Knowledge should be illustrated with reference to relevant thinkers – these might include Hobbes, Locke, Scruton, Bakunin, Nozick and Reich.

AO2: Candidates should discuss the desirability of authority ranging from conservative arguments about the need to protect society from barbarism and injustice seen in the 'state of nature', and more liberal perspectives on the necessity for authority to prevent the abuse of liberty through its legal rational form. Candidates may wish also to highlight the potential impact of a decline in authority leading to greater permissiveness and a decline in respect for traditional forms of authority. Candidates who are also able to highlight some of the problems with authority (this might include arguments that it is the 'enemy of liberty', the fear of its base in charismatic forms, and its linkage to the development of a submissive uncritical citizenship) should access the higher mark bands.

Levels	AO1	AO2	AO3
4	10-12	10-12	5-6
3	7-9	7-9	4
2	4-6	4-6	2-3
1	0-3	0-3	0-1

3 Evaluate the claim that ideology has ended. [30]

[Specification: Political ideology and post modernism]

AO1: Candidates should display knowledge and understanding of the meaning of the 'end of ideology' thesis. Understanding should be shown of the basis of the thesis relating to ideological convergence (eg views of Bell), and its development in the writings of Fukuyama on the triumph of liberal democracy. Candidates may wish to offer brief evidence supporting the decline of traditional ideologies but should avoid detailed narratives on the collapse of the Soviet Union and Fascism in the twentieth century. Knowledge should be illustrated with the ideas of relevant theorists – these might include Bell, Fukuyama, Huntingdon and Chomsky.

AO2: Candidates should evaluate the validity of the Bell/ Fukuyama theses in questioning whether there has been ideological convergence, centred on the notions of liberal democracy and free-market global capitalism, or whether new ideologies based around fundamentalist religion, anti-globalisation and environmentalism have become the new ideological rivals to capitalist liberal democracy. Reward students who evaluate the basis of ideology using post-modern ideas about the end of ideology and the 'managerialism' of modern politics.

4 Compare and contrast legal with moral rights. [30]

[Specification: Rights, liberty and equality – views of the rights and duties of the individual and the state]

AO1: Candidates should display knowledge and understanding of both moral and legal rights. The understanding that legal rights have the protection of law and can be considered examples of positive rights should be shown. Understanding should also be shown that the basis for authority of moral rights lacks any legal substance. Candidates may wish to refer to examples of both sets of rights through legal protection offered by Bills of Rights or legal statute, or in the case of moral rights, attempts to define human/ natural rights. Knowledge should be illustrated with reference to relevant theorists – these may include Locke, Jefferson, Bentham and Hohfeld.

AO2: Candidates should compare and contrast the two types of rights and may wish to focus on the value of legal protection over the abstract nature of moral rights. They should also be able to explain how moral rights have often become legally enshrined into Bills of Rights. Comment may also be made on the lack of morality contained in certain legal rights and also the criticisms of abstract moral rights where legal enforcement is not recognised. Candidates who are able to highlight similarities and differences between the types of rights should access the higher mark bands.

Levels	AO1	AO2	AO3
4	10-12	10-12	5-6
3	7-9	7-9	4
2	4-6	4-6	2-3
1	0-3	0-3	0-1

5 Analyse the limits to political obligation. [30]

[Specification: Political obligation, obedience and revolution – political obligation justifications and criticisms]

AO1: Candidates should display knowledge and understanding of the meaning of political obligation, relating to the extent a citizen can be compelled not only to support a particular law but the state itself. Understanding should be shown of the various theories relating to the parameters for civil obedience, ranging from near complete obedience from conservative thinkers, contractual obedience from liberals and the myth of obedience as argued by Marxists and other revolutionaries. Candidates should illustrate their knowledge with reference to relevant political thinkers – these might include Hobbes, Burke, Locke, Jefferson and Marx.

AO2: Candidates should analyse the variation in ideas on the extent of limits advocated by different theories and the reasons for these. Expect reference to the conservative belief of natural duty and thus the dangers of any form of disobedience, in contrast with support for disobedience where the state has reneged upon its contract to serve the public interest. Examination of Marxist argument should highlight the illegitimacy of state rule thus removing any justifications for obedience by the citizenship. Candidates who comment upon the actual extent of the differing limits and their justifications, as opposed to only describing the theories should access the higher mark bands.

6 Discuss the claim that national sovereignty is increasingly outdated. [30]

[Specification: the state and sovereignty – external sovereignty]

AO1: Candidates should display knowledge and understanding of the meaning of national sovereignty and its links to the external recognition of internal territorial authority for the nation state. Understanding of the threats to national sovereignty should be shown – these might include globalisation, supranational organisations and internal regional tensions. Students may wish to use brief examples of the above threats but should avoid long narratives of potential cases of the loss of national sovereignty (eg the debate over the EU and UK national sovereignty). Candidates should illustrate their answers with reference to relevant theorists – these might include Hobbes, Mill, Mazzini and Chomsky.

AO2: Candidates should discuss the basis of the claim that national sovereignty is outdated – they may wish to consider the trend towards a globalised world economic system, the necessity to find international solutions to environmental problems, attempts to use supranational bodies to mediate international disputes and the rise of international economic and political federations. Candidates who also discuss the continued relevance of national sovereignty (eg intergovernmentalism and continuation of strong national and cultural identities) should access the higher mark bands. Reward also candidates who question the continued relevance of national sovereignty with the rise in Neo-conservative theories of political intervention post 9/11.

Levels	AO1	AO2	AO3
4	10-12	10-12	5-6
3	7-9	7-9	4
2	4-6	4-6	2-3
1	0-3	0-3	0-1

7 Compare and contrast the differing theories on the role of the state. [30]

[Specification: the nature and purpose of the state – the different views on the role of the state]

AO1: Candidates should display knowledge and understanding of the meaning of the state and offer a variety of interpretations as to what its primary duties are. Understanding should be shown of minimalist 'nightwatchman' states as advocated by classical liberals and the New Right, and more interventionist states as supported by socialist and modern liberal thinkers. Candidates may also display knowledge on more monolithic style states as seen in the communist and fascist regimes. Knowledge should be illustrated with reference to relevant theorists – these might include Hobbes, Locke, Marx and Beveridge.

AO2: Candidates should compare the relative merits of the various theories, outlining the limited role advocated by classical liberal and New Right thinkers, allowing for maximum political and economic individual freedom, but failing to address issues of economic inequality or disadvantage. Candidates should highlight socialist and modern liberal ideas advocating welfarism and economic management to eradicate social and economic inequalities, but also indicate the criticisms made of the lack of entrepreneurship and individual choice. Reward also candidates who address the perceived benefits of social order in monolithic states but lack of any regard for individual freedoms as well as tendencies for economic stagnation in state run economies. Candidates who are able to compare and contrast across a range of theories should access the higher mark bands.

8 Discuss the advantages and disadvantages of majority rule. [30]

[Specification: Representation, participation and consent – majority rule and the treatment of minorities]

AO1: Candidates should display knowledge and understanding of majority rule. Reward understanding of the principles behind majoritarianism, including utilitarian ideas of the happiness of the greatest number, equal voting and democratic mandates. Understanding of both sides of the argument should be shown with the focus upon discussion at a theoretical level, rather than practical application, however reward may be given to those that do illustrate their understanding with appropriate short examples. Knowledge should be illustrated with reference to relevant theorists – these might include – Aristotle, Plato, de Tocqueville, Rousseau, Paine, Mill and Schumpeter.

AO2: Candidates should discuss both the advantages and disadvantages, evaluating the relative strength of each case. Expect reference to the disadvantages as outlined by classical elite theories such as Plato (mob rule), to traditional liberal concerns such as de Tocqueville (majority tyranny) and Mill (plural voting) in addressing the dangers of minority discrimination. Candidates when discussing the advantages may wish to focus upon its practical usage as well as its egalitarian principles as supported by democratic theorists such as Paine and Rousseau. Reward those who do seek to address the disadvantages through highlighting methods to protect minorities by stipulated majorities and vetoing powers. Candidates must address the advantages **and** disadvantages in order to access the higher mark bands.

**Mark Scheme 2698
June 2007**

2698 Government & Politics (US Option)

These marks apply to all questions in this unit.

	AO1	AO2	AO3
Level 4	19-24 marks	19-24 marks	10-12 marks
Level 3	13-18 marks	13-18 marks	7-9 marks
Level 2	7-12 marks	7-12 marks	4-6 marks
Level 1	0-6 marks	0-6 marks	0-3 marks

1 Contrast the importance of judicial appointments in different political systems. [60]

2597 Appointment to the higher judiciary; 2694: The Supreme Court: membership and appointment process; 2698: Judiciaries: political influence and significance.

AO1: Candidates will show knowledge of the importance of judicial appointments, and the role and power of courts in different political contexts. There may be knowledge of case studies of political importance. There may be knowledge of some appointments recently made or attempted, such as Bush's appointment of Roberts and Alito to the Supreme Court, or controversial appointments to lower courts such as Estrada. There may be knowledge of the importance of British judicial appointments such as Lord Bingham's appointment as Lord Chief Justice, and the context of the Constitutional Reform Act of 2005, the make-up and role of the Judicial Appointments Commission, and British participation in the ECHR.

Where appropriate, candidates should draw upon the knowledge of different political systems studied in other parts of the AS and A2 course.

AO2: Expect candidates to analyse the importance of appointments in different contexts, arguing perhaps that appointments in contexts where the judiciary plays a role in checking the executive, or where appointments are overtly political, that those appointments are more important than those made in different contexts, where appointments are not made for political reasons. There may be analysis of the impact of membership of the ECHR in Britain, and the Constitutional Reform Act, both of which could, or have had the effect of making appointments to the courts in Britain more important than before. There may be some analysis of the federalising role of the ECJ, and the importance of appointments in moving the United States in the opposite direction in the years of the Rehnquist Court. There may be analysis of the concept of judicial activism. Where appropriate, candidates should analyse relevant features of, and make connections between, different political systems studied in other parts of the AS and A2 course.

2 Analyse the factors which determine the effectiveness of different interest groups. [60]

2596: Pressure groups: types, methods used; reasons for success or failure; 2694: Pressure groups: types, methods used; reasons for success or failure; 2698: Pressure groups: function and power.

AO1: Candidates will display knowledge of the effectiveness of interest groups in political systems, and the factors which make for effective lobbying and activity.

There may be knowledge of case studies concerning the effectiveness of certain groups, such as the unions, the green lobby, the Countryside Alliance, the fuel protesters in Britain, or the NRA, or AARP, or the Christian Coalition in the USA. There may be knowledge of membership sizes, of tactics, of the wider context in which groups operate. There may be knowledge of the growth of groups specifically organised to lobby the EU.

Where appropriate, candidates should draw upon the knowledge of different political systems studied in other parts of the AS and A2 course.

AO2: Expect discussion of the factors which make for effective groups. There may be analysis of the wider context of group activity – for example, the power of parties to insulate the political system from groups and their financial support for elections. There may be analysis of groups' impact on the voting behaviour of elected representatives. There may be analysis of membership, whether groups broadly share the political objectives of the government, financial resources, whether groups occupy a pivotal place in the economy, and so on. There may be analysis of the insider/outsider relationship. There may be analysis of the contribution played by structures of government – for example the British parliamentary system which limits interest group influence. There may be analysis making use of case studies of group activity.

Where appropriate, candidates should analyse relevant features of, and make connections between, different political systems studied in other parts of the AS and A2 course.

3 Evaluate the claim that the number of parties in a political system is largely determined by the electoral system used. [60]

2595: Electoral systems. 2596: Political parties: roles and functions; philosophy and ideology; 2694: Political parties: philosophy and ideology; role of third parties; 2698: Political parties: party systems.

AO1: Candidates will display knowledge of the number of parties in political systems and the reasons for their presence and vitality. There may be knowledge of the different electoral systems used in different contexts. There may be knowledge of the appeal and nature of parties, such as the regional appeal of nationalist parties, or of parties created on the ideological fringe as a product of a drive for the centre (UKIP, Scottish Socialist Party, Die Linken in Germany). There may be knowledge of minor parties in the US, and of features of the electoral system there that help to preserve the two-party dominance.

Where appropriate, candidates should draw upon the knowledge of different political systems studied in other parts of the AS and A2 course.

AO2: Expect analysis of the proposition offered. There may be analysis of the number of parties as a function of the electoral system; arguing perhaps that more proportional systems allow an opportunity for smaller parties to flourish, and that first-past-the-post systems tend to squeeze out minor parties.

There may be analysis of the number of parties in a system as a function of other factors, such as regionalism/separatism, or ideological fragmentation, or modern disaffection from traditional parties.

Where appropriate, candidates should analyse relevant features of, and make connections between, different political systems studied in other parts of the AS and A2 course.

4 Discuss the view that prime ministerial and presidential forms of government are essentially similar. [60]

2597: The Prime Minister and Cabinet; Delivery of Government policy; 2694: The Presidency: theories of presidential power; 2698: Executives: theories of presidential, prime ministerial and cabinet government.

AO1 Candidates should show knowledge of presidential forms of government and prime ministerial forms of government. There may be awareness of the method by which each acquires their office, and the power bases that consequently gives them. There may be knowledge of constitutional allocations and limits of powers. There may be knowledge of the powers that each office can exercise. There may be knowledge of the practice of prime ministerial government in a modern age, and case studies which suggest that a Prime Minister is more powerful within a collective government than the model might suggest. Where appropriate, candidates should draw upon the knowledge of different political systems studied in other parts of the AS and A2 course.

AO2 Expect candidates to discuss the proposition offered. There may be analysis of the fact that British premiers have become more presidential in recent years, though this is less true of collective governments elsewhere –(for example in Germany, where Merkel’s power as Kanzler was circumscribed by the coalition government around her). There may be analysis of the increased role of advisors. On the other hand, there may be analysis of the lack of constraints upon a British Prime Minister, which a president can only envy, suggesting perhaps that a British Prime Minister is more presidential than a US president. Thus, attention may be drawn to the checks and balances that limit a President’s power, which prime ministers elsewhere may exercise without much constraint: especially in the field of diplomacy and war-making. There may be analysis comparing the power of lame-duck premiers and presidents. Where appropriate, candidates should analyse relevant features of, and make connections between, different political systems studied in other parts of the AS and A2 course.

5 Analyse the view that money and media play too great a role in modern electoral politics. [60]

2595: Campaigns: funding of campaigns; role of media in campaigns; 2694: Presidential elections: role of money and media; 2698: Elections: issues concerning the media and campaign finance.

AO1 Candidates will show knowledge of the role of money and media in modern elections and voting behaviour. There may be specific knowledge of the results of recent elections, and the ways in which they are arguably influenced by the media and campaign finance. There may be knowledge of different laws which attempt to control the influence of money and media. There may be knowledge of different theories of media influence in particular, and the contribution of candidates' and parties' image to forming electoral behaviour and other views. There may be knowledge of other factors at work in voting behaviour. There may be knowledge of the consequences of these trends, including the extent to which people no longer see elections as a means of communicating political wishes as evidenced by poor turn-outs.

Where appropriate, candidates should draw upon the knowledge of different political systems studied in other parts of the AS and A2 course.

AO2 Expect candidates to analyse the view offered. There may be analysis of the extent to which the media portray political parties and leaders and represent policies and images to the electorate. There may be analysis of the role of finance, especially in American elections, and the extent to which recent legislation attempts to control soft money. There may be analysis of the influence of financial backers within political parties. There may be analysis of the role of media in trivialising politics, or contributing to a gladiatorial or adversarial approach to politics. In more balanced accounts, there may be analysis of the important role of money and media – in providing necessary electoral finance, and in the proper scrutiny of politicians.

Where appropriate, candidates should analyse relevant features of, and make connections between, different political systems studied in other parts of the AS and A2 course.

6 Discuss the effectiveness of constitutional checks and balances in different political systems. [60]

2597: The Constitution; 2694: The Constitution: separation of powers and checks and balances; 2698: Constitutions.

AO1: Candidates will show knowledge of the checks and balances in different political systems – for example, the more formal checks that exist within the US system – Senate confirmation of appointments, treaties, etc, and the more informal checks that characterise the British system – for example, the principle of ministerial responsibility. There may be knowledge of the oversight of appointments by the European Parliament. There may be knowledge of specific case studies which have shown the effectiveness of different methods. There may be knowledge of political checks such as committee investigations and Question Time, which provide a point of comparison. There may be knowledge of the role of courts – the US Supreme Court, the ECJ and ECHR.

Where appropriate, candidates should draw upon the knowledge of different political systems studied in other parts of the AS and A2 course.

AO2: Expect candidates to debate the effectiveness of different checks and balances. There may be analysis of the effectiveness of these through an examination of case studies – suggesting perhaps that the checks present in the USA are effective through examples offered: treaties rejected, such as the Test Ban Treaty of 1999, bills vetoed (and overturned), such as the Securities Bill of 1995, appointments rejected such as Tower and Bork (or checks ignored such as the recess appointment of Bolton to UN Ambassador). There may be analysis of attempts to hold the British Government to account, such as confidence votes, and rebellions in divisions. There may be analysis of the European Parliament's role in the Buttiglione appointment, and over the Santer Commission's resignation in 1999. The effectiveness of checks may be discussed within a framework comparing formal and informal constitutions.

Where appropriate, candidates should analyse relevant features of, and make connections between, different political systems studied in other parts of the AS and A2 course.

7 Contrast the effectiveness of legislatures in representing their electors. [60]

2597: The UK Parliament: functions; 2694: Congress; 2698: Legislatures: functions; role of legislators as representatives.

AO1: Candidates will show knowledge of the representative role of legislatures in different political systems. There may be knowledge of the underlying contexts in which legislatures work, which affects their ability to represent electors and constituents. There may for example, be knowledge of the relationship with government, or the power of interest groups in bringing their membership to bear, or the strength of national political parties. There may be knowledge of what legislatures can do to meet constituents' needs, such as debates, questions, or, in America, 'home style' and the pork barrel. There may be knowledge of the size of districts, or the multi-member nature of constituencies for electing MSPs or MEPs. There may be knowledge of the electoral systems used for different legislatures.

Where appropriate, candidates should draw upon the knowledge of different political systems studied in other parts of the AS and A2 course.

AO2: Expect candidates to analyse the effectiveness of legislatures in representing constituents. There may be analysis of the various methods which can be used by representatives in different systems. There may be analysis of the contribution which different electoral systems may make in enhancing the ability of legislatures to represent. More sophisticated answers may analyse the effectiveness of legislatures in this field against a wider context: There may be analysis of governmental control over the legislature, and the extent to which this limits what representatives can do for their electors. There may be analysis of the power of groups and the strength of national political parties insofar as these contribute to the effectiveness of representatives to provide benefit or meet the needs of constituents.

Where appropriate, candidates should analyse relevant features of, and make connections between, different political systems studied in other parts of the AS and A2 course.

8 Discuss the view that rights and liberties are best defended when entrenched in a Bill of Rights or constitution. [60]

2596: Civil Rights and Liberties: debate concerning Bill of Rights (inc. ECHR); 2694: The Supreme Court; civil rights and liberties; 2698: Civil Rights and Liberties, bills of rights; the adequacy of governmental arrangements for protection of rights and liberties.

AO1 Candidates will show knowledge of rights and liberties and their defence in various settings. There may be knowledge of Bills of Rights, or other constitutional prescriptions of rights, in countries such as the USA. There may be knowledge of rights as they have historically been grounded and defended, in the UK. There may be awareness of the increasing importance of the incorporation of the ECHR into British law, and a working of case studies which are germane in this context, such as the Belmarsh detainees ruling in Dec 2004. There may be knowledge of the security measures recently taken by governments at the expense of rights and liberties, such as the Patriot Act, or the controversial legislation passed by the British Parliament in November 2005.

Where appropriate, candidates should draw upon the knowledge of different political systems studied in other parts of the AS and A2 course.

AO2 Expect candidates to analyse the view that rights are best defended by enshrinement in some written form. There may be comparison of the defence of rights in other contexts. There may be analysis of the role of parliaments or other assemblies, and discussion of the importance of their role when parliament is sovereign. There may be analysis of the role of courts and judges in interpreting the Bill of Rights, with the suggestion perhaps that putting the rights into written form is not in itself enough. There may be analysis of the recent actions of governments in passing security measures which limit rights, and their mindfulness of the rule of law.

Where appropriate, candidates should analyse relevant features of, and make connections between, different political systems studied in other parts of the AS and A2 course.

Mark Scheme 2699
June 2007

2699 Government & Politics (Political ideas and Concepts Option)

The following assessment matrix will apply to all questions.

	AO1	AO2	AO3
Maximum	24 marks	24 marks	12 marks
Level 4	19-24	19-24	10-12
Level 3	13-18	13-18	7-9
Level 2	7-12	7-12	4-6
Level 1	0-6	0-6	0-3

1 Examine the claim that in practice there is more to democracy than elections. (60)

Specification: Defining democracy – the identification of criteria for defining democracy, the importance of representation, participation and accountability.

AO1: Candidates should display knowledge and understanding of the principal features in the definition of democracy. They should be aware of the procedural role played by elections and be able to illustrate their knowledge with evidence of the role performed by elections in modern day democracies both in the UK and other EU states. Expect reference to specific elections and inclusion of evidence of specific results. They may wish to illustrate problems with elections with regards to low voter turnout and disproportionate results. Candidates should also be able to show understanding of other aspects of democracies, specifically institutional and cultural. Expect evidence relating to the need for the existence of a climate of toleration and political pluralism as well as democratically accountable institutions for legislative and executive decision making. Reward candidates who display knowledge of a range of different types of democracy and understanding of the various electoral processes. Candidates should be able to illustrate their understanding through reference to relevant political theorists – these might include Rousseau, Mill, Schumpeter and Marx.

AO2: Candidates should examine the various theories interpreting the meaning of democracy. Expect reference to pluralist and neo pluralist/ elitist theories concerning the extent of democratic input into the political process. Candidates may wish to examine the views of participatory and radical democrats (eg Rousseau and Bottomore) who see a greater role for citizens than limited participation in elections. This might be contrasted with elitist theories (eg Schumpeter and Michels) that argue that democratic involvement must be limited in order to preserve effective decision making. Reward candidates who compare the extent of democratic involvement in various types of democracy. This might include direct/classical where elections are replaced by referendums and initiatives, protective/ liberal where elections are the primary source of democratic involvement and proletarian where the emphasis is less on elections than on rule in accordance with the public/ proletarian interest. Candidates who are descriptive in their approach to exploring the basis of democracy should only access the lower mark bands.

2 Evaluate the claim that people's democracies are more democratic than liberal democracies. (60)

Specification: Models of democracy – the main characteristics of people's democracies.

AO1: Candidates should display knowledge and understanding of the basis of people's democracy. Expect reference to the principles that guided Marx, Lenin and other communist leaders (eg democratic centralism, rule by a dictatorship of the proletariat led by a vanguard party, commune democracy and a belief in a scientific understanding of the true proletarian interest). Expect understanding of criticisms used by proletarian democrats to attack 'bourgeois democracy'. Candidates may wish to draw illustrative examples from aspects of communist party rule in for instance USSR and China, but should not produce long narrative descriptions on the history of communist regimes. Expect examples to be also drawn from the operation of liberal democracy in the UK and other EU states. Candidates should also illustrate their evidence by reference to relevant political thinkers – these might include Marx, Lenin, Gramsci and Talmon.

AO2: Candidates should evaluate whether the principles behind people's democracies fit the criteria for being considered democratic. Candidates may wish to assess the cultural, institutional and procedural aspects of the regimes and highlight the contrasts with modern liberal democratic principles (eg people's democracies - one party state, lack of multi-party elections, state run media and high levels of censorship, and limited recognition of individual rights). They may wish to highlight similarities between Rousseau's rule in accordance with the general will and communist aspirations to rule in accordance with the proletarian interest. They may also wish to highlight the rejection of political pluralism and multi-party elections seen in people's democracies with similar rejections in the writings of Rousseau. Candidates may also link the tendencies towards 'totalitarian democracy' as argued by Talmon in rejecting the concept of the general will with the same deficiencies seen in rule in the interest of the proletariat. Candidates who attempt to interpret the meaning of 'true' democracy and show awareness of the multiplicity of interpretations should access the higher mark bands.

3 Assess to what extent the Third Way owes more to conservatism than socialism. (60)

Specification: Ideology and democracy – recent developments in conservatism and socialism.

AO1: Candidates should display knowledge and understanding of the Third Way and be able to highlight relevant links to the principles behind socialism and conservatism. Expect reference to Third Way theorists' pragmatic approach to politics and details on key themes – these might include, a modernisation agenda, meritocratic and equal opportunity ideals, importance of the community, balancing of rights and responsibilities, and a belief in a dynamic market-based economy. Candidates should be able to illustrate their knowledge of Third Way ideas with application to policies as practised by Blair and other Third Way influenced leaders (eg Clinton). Candidates should show understanding of conservative and socialist elements in the above themes. They also should illustrate their knowledge with reference to the ideas of relevant theorists – these might include Burke, Hobbes, Tawney, Crosland, Etzioni and Giddens.

AO2: Candidates should assess the extent of socialist and conservative underpinning of the Third Way. Candidates may wish to highlight traditional conservative principles that appear to influence the Third Way agenda – these might include, pragmatism, personal responsibility, support for the free market and private sector methods and foundational as opposed to economic equality. Candidates may also make links between the policies pursued under the New Right influenced regimes and those practised under Third Way style governments (eg legacy of Thatcher and Reagan and shift in the ideological centre ground of politics). Reward candidates who do stress the continued socialist themes within the Third Way – these might include reference to community values, commitments to social justice, retention of public-financed services and wealth redistribution. Reward particularly candidates who are able to identify the links to social democratic strands of socialism as opposed to traditional socialist ideas. Those who question the ideological coherence of the Third Way stressing its populist sentiments should also receive credit. Candidates who only describe key ideas/policies related to the Third Way should only access the lower mark bands, as should those that only deal with conservative or socialist elements within the concept.

4 Examine the claim that power is too centralised in modern governments. (60)

Specification: Responsible government and democracy – the exercise of power, authority and accountability.

AO1: Candidates should display knowledge and understanding of the concept of power and how it is exercised by governments. They should show understanding of the basis for the exercise of power, especially in modern liberal democracies and its location in government (candidates may wish to define government in its broader sense or relate to a narrower definition of the executive). Expect illustration with evidence taken for the exercise of power by recent British administrations and examples of the relationship between legislative and executive branches of government. Reward also candidates who use evidence from other international regimes, especially criticisms made of the EU's centralised decision making process. Candidates may also display their understanding of concepts relating to parliamentary sovereignty, separation of powers, and 'elective dictatorship'. Candidates should illustrate their knowledge with reference to relevant political theorists – these might include Dahl, Lukes, Marx, Montesquieu and Hailsham.

AO2: Candidates should examine the location of power within modern government and consider if there is a trend in the centralisation of decision making and agenda setting functions of power by the executive. Candidates may wish to consider the claims of presidential style government under Blair and Thatcher as well as broader theories relating to elective dictatorship and the extent of party discipline. Reward candidates who consider issues relating to the centralising tendencies of bureaucracies as argued by elitist and Marxist theorists. In order to access the higher mark bands candidates should be prepared to challenge the validity of the claim by highlighting the existence of checks upon the exercise of power and pluralist notions of the influence of external groups upon the decision making process (see Dahl and polyarchy).

3 Assess the extent to which pressure groups are increasingly the main source of political participation for citizens. (60)

Specification: Representation and participation in democracy – the nature of representation in respect of elections, parties and pressure groups.

AO1: Candidates should display knowledge and understanding of the role performed by pressure groups and of the concept of participation. Expect reference to evidence of increasing membership and activism of various pressure groups (particularly the rise of single-issue cause groups) and detail on the decline of other forms of participation (eg declining electoral turnout and membership of political parties). Expect candidates to illustrate their ideas with reference to the operation of pressure groups in the UK and EU. Candidates should show understanding of the importance of political participation in democracies and changing attitudes towards the mainstream political process. Candidates should illustrate their knowledge with reference to relevant theorists – these might include Dahl, Putnam, and Almond and Verba.

AO2: Candidates should assess factors explaining the growth of pressure groups and declining participation along traditional lines. They might consider theories relating to declining civic culture and increasing individualism resulting from a breakdown in traditional socialisation processes (eg Putnam and 'bowling alone' thesis, or post modern concepts of convergence and managerialism in politics). In arguing for a rise in pressure group involvement they may wish to make comparisons with the decline in support for mainstream parties and dissatisfaction with the political and electoral processes. They might also wish to comment upon the impact this process has upon the degree of democratic mandate for governments and respect for political institutions. Expect candidates to go beyond descriptions of pressure group activity and/ or sporadic detail on electoral turnout and party membership in order to access the higher mark bands.

- 6 Discuss the view that there has been an erosion of civil liberties in modern democracies. (60)**

Specification: Rights, liberty and democracy – the nature and extent of civil liberties.

AO1: Candidates should display knowledge and understanding of the concept of civil liberty and provide evidence for potential erosion. In showing understanding of civil liberty they should link its importance to modern forms of democracies, particularly liberal democracy. Expect examples drawn particularly from the post 9/11 era relating to matters of national security and the infringement of individual liberties (eg 2001 Anti Terrorism Act and subsequent amendments). Candidates who are able to provide examples from other democratic regimes should also be rewarded (eg US Patriot Act). Reward candidates who might wish also to provide evidence of other potential civil liberty/ rights violations beyond security issues (eg fox hunting debate or environmental issues relating to pollution and transport). They should illustrate their understanding with reference to the views of relevant theorists – these might include Mill, Berlin, Marx and Chomsky.

AO2: Candidates should discuss the basis of the perceived threat to civil liberty – they might wish to include the balance between individual freedom and the security of the state, the necessity of the state to intervene for the collective good and majoritarianism encroaching upon minority rights. Reward candidates who consider the importance of the preservation of civil liberty for democracy and the extent to which this erosion process is systematic as argued by neo Marxists and elitist theorists. Candidates who counterbalance these arguments by highlighting the increased protection for civil liberties as offered by human rights conventions and legislation protecting civil liberties and rights' should access the higher mark bands.

7 Assess which model of representation in practice best describes the role of elected representatives. (60)

Specification: Representation and participation in democracy – the nature of representation.

AO1: Candidates should display knowledge and understanding of the various models of representation and how they provide differing forms of representation. Candidates might wish to cover trustee (Burkeian), delegatory, mandatory and reflective. They should illustrate their knowledge with appropriate evidence on how each model operates in practice. Expect specific reference to the role of MPs but also reward reference to other elected representatives elected to regional or local assemblies, and/ or other national assemblies. Candidates should also illustrate their knowledge with reference to the ideas of relevant theorists – these might include Rousseau, Burke, Mill, Paine and Bevan.

AO2: Candidates should assess the relative merits of each model, considering aspects such as the degree of independence of elected representatives, both from their constituents and political parties, the degree of accountability of the representative, and the extent to which the relevant assembly reflects the makeup of a particular society. Reward candidates who also consider the actual meaning of representation and the various forms it can take (eg numerical, geographical, ideological, or sectional). Candidates who also consider if representation is actually appropriate and necessary should further receive some credit. Candidates who fail to consider more than one model of representation or only describe each model and not assess their relevance should only access the lower mark bands. Highly reward those candidates who appreciate the relevance of the differing models' dependent upon the functions or nature of the relevant assembly/forum.

8 Discuss the view that in practice liberal democracies are more liberal than democratic. (60)

Specification: Liberal democracy – the institutional, procedural and cultural characteristics.

AO1: Candidates should display knowledge and understanding of the meaning of liberal democracy and be able to differentiate between the liberal and democratic aspects within the system. They might highlight the liberal guarantees on individual rights and the sanctity of property and other free market economic aspects, as well as constitutional limitations upon the actions of government. These should be illustrated with specific reference to their operation in the UK and EU member states. Expect also understanding of the democratic aspects of liberal democracy through the use of representative politics, political pluralism and majoritarian principles. Candidates should be able to illustrate their understanding with reference to the operation of liberal democracies in practice – highlighting liberal aspects contained in Bills of Rights and other constitutional safeguards, counterbalanced by the limited nature of democratic engagement through the electoral process. Candidates should also illustrate their knowledge with reference to relevant theorists – these might include Locke, Mill, Schumpeter, C Wright Mills and Marx.

AO2: Candidates should discuss the balance between liberal and democratic aspects of the system, and evaluate with the help of relation to modern liberal democratic regimes, whether this balance is more towards protection of the individual and minority rights, or towards democratic engagement through the electoral process and other sources of involvement. Candidates might wish to highlight elitist and Marxist perspectives on power centralised in the hands of elites who limit the ability for true exercise of democratic engagement and accountability, as well as preserving their status through entrenching their wealth and privilege through liberal protection of individual rights. Others may highlight the potential for a democratic deficit through the limited availability of democratic involvement due to the indirect representative system of government. Reward candidates who redress the balance in the argument by highlighting the flexibility in the system, by commenting on the capacity for greater exercise of democratic principles through the use of direct involvement (eg referendums and initiatives, town hall democracy and citizen's juries). They may also highlight how social democratic style liberal democracies are more likely to limit liberal freedoms (particularly economic) and be more interventionist in order to promote the public interest. Answers should go beyond a description of what constitutes a liberal democracy to access the higher mark bands.

**Advanced GCE (Subject) (Aggregation Code(s))
January 2007 Assessment Series**

Unit Threshold Marks

Unit		Maximum Mark	a	b	c	d	e	u
2595	Raw	100	76	68	60	52	44	0
	UMS	90	72	63	54	45	36	0
2596	Raw	100	66	58	50	42	35	0
	UMS	90	72	63	54	45	36	0
2597	Raw	100	90	80	70	60	51	0
	UMS	120	96	84	72	60	48	0
2694	Raw	90	73	65	57	50	43	0
	UMS	90	72	63	54	45	36	0
2695	Raw	90	70	62	54	47	40	0
	UMS	90	72	63	54	45	36	0
2698	Raw	120	94	84	74	64	55	0
	UMS	120	96	84	72	60	48	0
2699	Raw	120	86	77	68	59	50	0
	UMS	120	96	84	72	60	48	0

Specification Aggregation Results

Overall threshold marks in UMS (i.e. after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
3834	300	240	210	180	150	120	0
7834	600	480	420	360	300	240	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
3834	26.7	45.0	64.0	79.3	90.0	100	1129
7834	29.8	55.2	77.0	91.4	97.6	100	873

2002 candidates aggregated this series

For a description of how UMS marks are calculated see;
http://www.ocr.org.uk/exam_system/understand_ums.html

Statistics are correct at the time of publication

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