

# Government and Politics

Advanced Subsidiary GCE AS 3834

Advanced GCE A2 7834

## Mark Schemes for the Units

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Any enquiries about publications should be addressed to:

OCR Publications  
PO Box 5050  
Annesley  
NOTTINGHAM  
NG15 0DL

Telephone: 0870 770 6622  
Facsimile: 01223 552610  
E-mail: [publications@ocr.org.uk](mailto:publications@ocr.org.uk)

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**Advanced GCE Government and Politics (7834)**

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## 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 to elect members of the Scottish Parliament. [10]

*[Specifications: Scottish Parliament elections]*

	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 system used for electing MSPs. The source indicates points like the constituency and regional MSP – the top up seats – two votes per elector. The ability of independents/smaller parties to stand and get elected can also be rewarded. Own knowledge can be fairly wide ranging, such as the fixed terms, differing outcomes, closed party lists. The usual list of the evils of coalitions should not be rewarded, but the issue of ‘better’ representation can be.

- 2 Using **Source B** and your own knowledge, describe the impact that opinion polls might have on general elections. [20]

	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

*[Specifications: Opinion polls]*

AO1 Candidates will display knowledge and understanding of opinion polls. The source gives several hints- such as 'exit' and 'predicted' which should help their answers, while the link between the predicted and the actual outcome could also be used. For the higher levels expect to see facts like they are snapshots of voting intentions on a particular day. Exit polls are usually held to be more accurate. On the impact aspect, expect to see comments on the 'bandwagon/boomerang' effects, links to turnout (especially in 2001), links to tactical voting, and of course the obvious impact they can have on politicians themselves. Go up to 8 AO1 marks for a really good explanation of what they are. Really good treatments of the question can go to L4 without a specific definition of what they are, provided there is implicit awareness.

- 3 Using Source C and your own knowledge, discuss the importance of the actual election campaign to success in general elections in the UK. [30]**

*[Specifications: Campaigns]*

	AO1	AO2	AO3
Maximum	12	12	6
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 display knowledge and understanding of election campaigns. Use of the source is expected, and there are a variety of points suggested in the source, ranging from party political broadcasts through to rallies. The bulk of own knowledge may well come from the case against, issues such as the record of parties etc. Good candidates may well make use of Source B and above all Source D, and that counts as own knowledge. If Source C is ignored totally then low L3 is the maximum if the own knowledge is excellent

AO2 Given that this is a Q 3 and that candidates have limited time, do not expect too much discussion, but to get to L4 there has to be at least some indication of 'another side'. Candidates who argue that the campaign is essential given the number of floating voters and make a good case should be able to go to the top of L3. The same should apply to those who argue that the decision is usually made before the campaign starts. The key here is an indication of argument/debate.

- 4 Using Sources B, C and D and your own knowledge, discuss the reasons why Labour won the general election of 2005. [40]

*[Specifications. Elections. Campaigns. Voting Behaviour]*

	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 factors linked to Labour's electoral victory in 2005. The sources provide a good range of material, the electoral system is suggested by A, [that counts as own knowledge] polls by B, campaigns by C and of course leadership, competence of parties and management of the economy by D. There is a large range of other factors possible, expect to see issues like media backing, tactical voting, Conservative policies etc. There is a huge possible range but do not go to L4 unless there is clear evidence of own knowledge. Given the utility of the sources it would be unreasonable to penalize candidates who just use them.
- AO2 There has to be clear evidence of discussion to get into L3 or above. Any candidate who shows signs of clearly weighing up the case each way should be considered for L4. A good, but very one-sided case can get to L3 if there is a reasonable range of substantiated points. Lists of facts which are implicitly pointing towards one conclusion can get to L2.

## 2596 Politics of the UK

1 (i) Outline two civil rights possessed by UK citizens other than those mentioned in Source A.

(ii) Briefly describe one limit to each of these rights. [10]

*Specifications; Knowledge and understanding of ... rights and responsibilities of UK citizens. Citizenship; rights and duties.*

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

Award up to 2 marks for each right identified according to the detail in the answer (4 marks). Award up to 2 further marks in each case where candidates correctly identify a limit to the right mentioned, again, according to the detail offered. Examples might include political rights eg voting, speech, due process of law.

Up to 2 marks overall for the organisation and presentation of the answer (AO3). Focused answers with accurate presentation should receive 2 marks.

2 Describe the sources of funds for the UK's major political parties. [20]

*Specifications; Political parties, funding.*

	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 could include some of the following:

- Membership subscriptions
- Institutional donations (businesses and TUs)
- Individual donations (some of which may be very large)
- State/public contributions which may come 'in-kind' rather than cash
- Fund raising
- Sponsorship of party conferences etc.

Award the level according to the range and detail given. Great detail on two areas may reach level 3, rewarding detail even if there is a limited range. Expect answers at levels 3 and 4 to have a range of sources identified and developed.

Up to 4 marks overall for the organisation and presentation of the answer (AO3). Focused answers with accurate presentation should receive 3-4 marks.



**3 Assess the attempts by government to extend citizens' rights since 1997. [30]**

*Specification; Citizenship: recent development under the Blair government.*

	AO1	AO2	AO3
Maximum	12	12	6
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

For AO1 candidates should be expected to identify a range of initiatives that might include some of the following:

- The incorporation of the Convention of Human Rights/Human Rights Act 1998.
- Signing up to the Social Chapter of the EU.
- Freedom of Information Act 2000.
- Racial and Religious Hatred Act 2006.
- The minimum wage.
- Disability Discrimination Act 2005.
- Use of referendums.
- Citizenship classes to increase young people's knowledge and participation.
- Extra voting rights for devolved assemblies and elected mayors. Reward anyone who points out that the PR systems also extend voters' rights within this context.
- Various attempts to address social exclusion.
- Strategies to deal with anti-social behaviour.

Award up to L2 for an undeveloped list or limited range. L3 or L4 should be awarded according to the detail and range offered.

For AO2 expect some balanced evaluation of the points mentioned, for example:

- The Human Rights Act offers more secure formal protections and clarity but might also prevent effective action against terrorism.
- Freedom of Information Act offers unprecedented access to information held by public authorities but there are extensive exemptions and delays involved.
- Religious hatred legislation may offer protections previously unavailable but may prevent reasonable criticism of religious organisations.
- The minimum wage and other social rights in the workplace constitute an increased incentive to work and thus reduce poverty but is seen by employers as a burden/interference in market forces/prevents creation of employment.

Up to 6 marks overall for the organisation and presentation of the answer (AO3).

Focused answers with accurate presentation should receive 4-6 marks.

**4 Discuss the view that UK political parties are failing to fulfil their functions. [40]**

*Specifications; Political parties, roles and functions. Concepts .. participation and representation as well as ideologies.*

	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

For AO1 marks a range of the following should be considered:

- Providing political choices to voters and other work at election time
- Vehicles of recruitment and training of political leaders
- Aggregating and reconciling interests
- Communication between political leaders and supporters
- Participation in political processes
- Work in parliament, governing or scrutiny.

Marks can be awarded for range or detail in the information.

For AO2, some balanced evaluation should be offered of the points mentioned, for example:

- Whilst parties offer policy choices at election time, in practice, they fundamentally agree on key areas
- Parties have re-organised internally to develop the involvement of grassroots members but members complain that communication is largely in one direction – top-down
- Parties actively seek to attract members and at times have been successful. More recently they have struggled and now hardly justify the term ‘mass party.’

Reward the use of examples. At level 3 and 4 there should be developed detail and increasing attempts to produce a balanced answer.

Up to 8 marks overall for the organisation and presentation of the answer (AO3).

Focused answers with accurate presentation should receive 5-8 marks.

## 2597 Government of the UK

- 1 (a) Explain what is meant by ‘statute law’ and ‘convention’. [12]
- (b) Discuss the view that statute law is the most important source of the British constitution. [28]

*[Specification: What a constitution is and does; Sources of the UK constitution]*

- (a) Explain what is meant by ‘statute law’ and ‘convention’. [12]

### AO1 [8] AO3 [4]

- Candidates must display knowledge and understanding of what is meant by statute law and convention, for example that:
  - statute law is law created by parliament in the form of legislation;
  - convention is unwritten rules or custom.
- To reach Level 4, candidates must be able to explain what is meant by both statute law and convention, but do not expect great depth.
- Credit candidates who are able to use a range of examples.

- (b) Discuss the view that statute law is the most important source of the British . [28]

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

- For AO1 marks, candidates must display knowledge and understanding of the main sources of the British constitution including:
  - statute law;
  - common law;
  - European law;
  - the prerogative powers;
  - convention;
  - the works of major constitutional writers.
- For AO2 marks, candidates must discuss whether statute law is the most important source of the British constitution. Candidates should consider the major sources of the constitution in turn on their relative importance, for example, by highlighting their standing, extent, centrality, superiority etc
- Level 4 answers will offer a discussion that is clearly focussed on whether statute law is the most important source of the British constitution. This is not an AS Law paper so what we are looking for is a sharpened sense of the relative importance of the various sources of the British constitution rather than a detailed assessment or a philosophical reflection.
- Candidates who provide answers that are short, poorly focussed, lacking range and/or depth should be placed in the lower levels.
- Reward focus and balance, but distinguish between description (AO1) and analysis (AO2).
- Credit candidates who are able to use contemporary examples.

- 2 (a) Explain what is meant by ‘the backbenches’ and ‘the opposition’ in the House of Commons. [12]
- (b) Discuss the view that the opposition plays no useful role in the House of Commons. [28]

*[Specification: Role of parliament; Functions and powers of House of Commons; Role of backbenchers and opposition]*

- (a) Explain what is meant by ‘the backbenches’ and ‘the opposition’ in the House of Commons. [12]

AO1 [8] AO3 [4]

- Candidates must display knowledge and understanding of what is meant by ‘the backbenches’ and ‘the opposition’, for example that:
  - politically, ‘the backbenches’ is a term used to describe MPs who do not hold major positions of responsibility in their parties;
  - more literally, ‘the backbenches’ are the benches on which such ‘backbenchers’ sit in contradistinction to the ‘frontbenches’;
  - ‘backbenchers’ may be members of the governing party or of the opposition parties;
  - ‘the opposition’ is the term used to describe all MPs who are not members of the governing party. They sit opposite the governing party and to the Speaker’s left;
  - it can also be used to describe the second largest party in the House – ‘the official opposition’.
- To reach Level 4 candidates must be able to explain what is meant by ‘the backbenches’ and ‘the opposition’, but do not expect great depth.
- Candidates who describe either what is meant by ‘the backbenches’ or ‘the opposition’ but not both should be placed in Levels 1 or 2.
- Treat those who focus on ‘backbenchers’, rather than ‘the backbenches’, sympathetically.
- Credit candidates who are able to use contemporary examples.

- (b) Discuss the view that the opposition plays no useful role in the House of Commons. [28]

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

- For AO1 marks, candidates must display knowledge and understanding of the role of the opposition in the Commons, for example its role in:
  - holding the government to account;
  - scrutinising its activities;
  - proposing alternatives;
  - drawing issues to the attention of the public;
  - representing the views of those who did not vote for the government;
  - providing an alternative government – the ‘government-in-waiting’;
  - cooperating with the government in the actual business of parliament;
  - legitimising the political process.
- For AO2 marks, candidates must discuss the view that the opposition plays no useful role in the House of Commons. Such a discussion should consider the value of the various roles identified by the candidate, for example:
  - the value of its scrutiny role, given that the government usually has a majority;
  - the value of providing an alternative when it is unlikely to be successful;
  - the tendency to ‘propose nothing and oppose everything’ and therefore the encouragement of opposition for opposition sake.

- Reward focus and balance, but distinguish between description (AO1) and analysis (AO2).
- Level 4 answers will clearly focus on whether the opposition has a useful role to play – or not and there will be some attempt at a balanced analysis.
- Candidates who provide answers that are short, poorly focussed, lacking range and/or depth and that 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 role of higher civil servants in a government department. [12]
- (b) Discuss the view that higher civil servants have a major influence on policy-making. [28]

*[Specification: Role of the executive; Role, function and power of ministers and higher civil service; Responsible government, including the collective and individual responsibility of ministers.]*

- (a) Outline the role of higher civil servants in a government department. [12]

**AO1 [8] AO3 [4]**

- Candidates must display knowledge and understanding of the role of higher civil servants in a government department, for example:
  - as personal assistants to ministers, supporting them in their work and briefing them on both administrative and political matters;
  - advising on the formulation and development of departmental policy by providing honest and impartial advice;
  - as senior managers, ensuring the efficient discharge of the work of a department;
  - executing ministerial decisions with energy and good will, whether they agree with them or not.
- Alternatively they may refer to the traditional features of the civil service – permanence, impartiality, neutrality, anonymity – and where such references illustrate the role of the civil service in a government department they should be rewarded.
- To reach Level 4 candidates must be able to identify and outline a number of roles, but do not expect great depth.
- Credit candidates who are able to use contemporary examples.

- (b) Discuss the view that higher civil servants have a major influence on policy-making. [28]

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

- For AO1 marks, candidates must display knowledge and understanding of the role of higher civil servants in the policy-making process, for example:
  - the extent and nature of their involvement;
  - their relationship with ministers, both formal and informal;
  - their permanence and expertise.
- Credit candidates who refer to various models of how policy is made.
- For AO2 marks, candidates must discuss the view that higher civil servants have a major influence on policy-making. Such a discussion should cover some of the following points:
  - the constitutional fact that the final determination of policy is the responsibility of the minister, and that in the determination of policy, the civil service has no constitutional responsibility or role distinct from that of the minister;
  - the political fact that ministers are often publicly committed to at least the principles of a policy and will have the support of the prime minister and the cabinet;
  - the increased use of political advisors;
  - the important role that civil servants play in the formulation and development of departmental policy;
  - the duty of the civil service to give honest and impartial advice to ministers, whether it accords with the ministers' views or not;
  - the fact that civil servants are permanent and expert but ministers change frequently and often cannot match their civil servants' experience and expertise;
  - and that ministers have many other commitments competing for their time.

- Reward focus and balance, but distinguish between description (AO1) and analysis (AO2).
- Level 4 answers will clearly focus on whether civil servants have a major influence on policy-making – or not – and there will be some attempt at a balanced analysis.
- Candidates who provide answers that are short, poorly focussed, lacking range and/or depth and that 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) Outline the main features of judicial review in the United Kingdom. [12]
- (b) Discuss the view that judicial review is of little importance in the British system of government. [28]

*[Specification: Role of the judiciary; Power of the judiciary: judicial review]*

- (a) Outline the main features of judicial review in the United Kingdom. [12]

**AO1 [8] AO3 [4]**

- Candidates must display knowledge and understanding of the main features of judicial review in the UK, for example that:
    - it is the power of the courts to supervise the way in which the government exercises its powers in the sense that, when asked, the courts have the power to review an action of a public body and to decide upon its lawfulness;
    - more specifically, courts can decide, for example, whether a public body has exceeded its powers, acted unreasonably or whether there has been a procedural impropriety;
    - in the UK there is no general right to judicial review – it is at the discretion of the courts – and judges do not have the power to challenge the merits of a decision or to declare an act of parliament unconstitutional.
  - To reach Level 4, candidates must be able to outline a number of features, 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 judicial review is of little importance in the British system of government. [28]

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

- For AO1 marks, candidates must display knowledge and understanding of judicial review as it operates in the British system of government, for example:
  - its nature;
  - grounds for/limitations on;
  - frequency of use;
  - remedies available;
  - outcomes/results;
  - the significance of decisions made by the courts;
  - government response to decisions.
- For AO2 marks, candidates must discuss the view that judicial review is of little importance in the British system of government. Such a discussion should cover some of the following points:
  - the nature of judicial review in the UK NB constitutional review in many other states;
  - the courts' use of their powers;
  - the number and nature of cases appearing before the courts;
  - important decisions made by the courts;
  - the power of the government to ignore or override the decisions of the courts.
- 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 judicial review is of little importance in the British system of government – or not – and there will be some attempt at a balanced analysis.
- Candidates who provide answers that are short, poorly focussed, lacking range and/or depth and that 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 the aims and purpose of the European Union. [12]
- (b) Discuss the view that the Maastricht Treaty has been the most important development in the European Union since 1990. [28]

*[Specification: EU: Aims and purpose; Major developments since 1990; Impact on the UK constitution; Current issues, for example monetary union, EU constitution, democratic deficit, federalism.]*

- (a) Outline the aims and purpose of the European Union. [12]

**AO1 [8] AO3 [4]**

- Candidates must display knowledge and understanding of the aims and purpose of the EU, for example, that it (and its members) is committed to:
  - 'an ever-closer union', economically, socially and politically;
  - provide peace, prosperity and stability for its peoples;
  - overcome the divisions on the continent;
  - ensure that its people can live in safety;
  - promote balanced economic and social development;
  - meet the challenges of globalisation and preserve the diversity of the peoples of Europe;
  - uphold the values that Europeans share, such as sustainable development and a sound environment, respect for human rights and the social market economy.
- To reach Level 4, candidates must be able to outline a number of aims or purposes, but do not expect great depth.

- (b) Discuss the view that Treaty has been the most important development in the European Union since 1990. [28]

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

- For AO1 marks, candidates must display knowledge and understanding of the Maastricht Treaty and other significant events in the history of the EU since 1990, for example:
  - the Amsterdam Treaty;
  - EMU;
  - the Nice Treaty;
  - enlargement;
  - proposals for an EU constitution.
- For AO2 marks, candidates must discuss the view that the Maastricht Treaty has been the most important development in the European Union since 1990. Such a discussion should cover some of the following points:
  - the relative importance of Maastricht both specifically – what it contained and what it committed members to – and more broadly – its impact on the EU in the longer run;
  - the relative importance of Amsterdam both specifically – what it contained and what it committed members to – and more broadly- its impact on the EU in the longer run;
  - the relative importance of EMU both specifically – what it committed members to – and more broadly – its significance;
  - the relative importance of Nice both specifically – what it contained and what it committed members to – and more broadly – its impact on the EU in the longer run;
  - the relative importance of enlargement – what it committed members to – and more broadly – its significance.

- 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 relative importance of Maastricht compared to other major treaties and initiatives – and there will be some attempt at a balanced analysis.
- Candidates who provide answers that are short, poorly focussed, lacking range and/or depth and that present only one side of the argument should be placed in the lower levels.
- Credit candidates who are able to use contemporary examples.

## 2694 US Government & Politics

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

1. **Evaluate the importance of the ‘invisible primary’ in the selection of presidential candidates.** [30]

*(Specification: Presidential Elections: nominating process)*

AO1: Candidates will display knowledge and understanding of the process for nominating presidential candidates and specifically of the ‘invisible primary’. This may include: a definition of the ‘invisible primary’; presidential primaries and caucuses, especially those in New Hampshire and Iowa; examples drawn from the events of 2007 as well as previous election cycles such as the emergence (but later collapse) of Howard Dean (2003-04), and of George W. Bush (1999-2000); the role of money, the media and organisation.

AO2: Expect candidates to evaluate the importance of the ‘invisible primary’ in a balanced fashion. On one hand, the ‘invisible primary’ might be thought to be very important in the pre-primary manoeuvring, raising money, gaining name recognition etc. On other hand, success in the ‘invisible primary’ is no guarantee of gaining the nomination, as witness Howard Dean in 2004. It could further be argued that winning the Iowa caucuses and/or the New Hampshire primary is more important to a presidential candidate’s success – witness John Kerry in 2004.

2. **Assess the extent to which the two major political parties in the United States have become more ideological.** [30]

*(Specification: Political Parties: philosophy and ideology)*

AO1: Candidates will display knowledge and understanding of the ideologies of the Democratic and Republican parties. This may include: the Democratic Party being a more liberal, left-of-centre party with the Republicans as a more conservative, right-of-centre party; the concept of ‘Red America’, ‘Blue America’ and the ‘50-50 nation’ (though these precise terms may not be used); evidence of increased partisanship in Congress; decline of split-ticket voting.

AO2: Expect candidates to assess the extent to which the Democrats and Republicans have become more ideological in terms of: policies; voting in Congress; political rhetoric; the effects of the presidencies of Bill Clinton and George W. Bush as ‘dividers’ rather than ‘unifiers’; the role of talk radio and Internet blogs; the move of southern conservative Democrats to the Republican Party during the 1980s and ‘90s; the gradual demise of ‘moderate’ Republicans and ‘conservative’ Democrats in Congress.

- 3. Discuss the claim that pressure groups have too much influence in Congress. [30]**

*(Specification: Pressure Groups: arguments for and against their existence and influence; Congress: committees; the legislative process)*

AO1: Candidates will display knowledge and understanding of pressure groups. This may include: a definition; types; methods used; the legislative process; the committee system; the revolving door syndrome; iron triangles. Look for a wide range of up-to-date examples of pressure group influence and/or a case study approach. Reward candidates who display knowledge of recent pressure group scandal involving Congress.

AO2: Expect candidates to discuss the claim that pressure groups have too much influence in: congressional elections; committee rooms; lobbying; fund-raising; the devising of legislation; the confirmation of appointments to the executive and judiciary in the Senate; influencing constituent lobbying of members of Congress. Reward candidates who reach a well-balanced conclusion.

- 4. Discuss the effectiveness of congressional checks and balances on the president. [30]**

*(Specification: The Constitution: underlying principles; separation of powers and checks and balances; The Presidency: relations with Congress; Congress: oversight of the executive branch)*

AO1: Candidates will display knowledge and understanding of congressional checks and balances on the president. This may include: overriding the president's veto; ratification of treaties (in the Senate); the confirmation of appointments (in the Senate); investigation; power of the purse; declaration of war; impeachment and trial. Reward the use of up-to-date examples.

AO2: Expect candidates to discuss the effectiveness of congressional checks on the president, concluding that some checks are more effective than others and that the effectiveness or ineffectiveness of any checks varies over time. Candidates may discuss, for example, the relative ineffectiveness of Congress's power to declare war whilst pointing out that a Republican Senate managed to force a Republican President (George W Bush) to withdraw his nomination of Harriet Miers to the Supreme Court. Reward those candidates who discuss the link between effectiveness and divided government.

5. **Examine the claim that the Senate is usually regarded as more powerful and prestigious than the House of Representatives.** [30]

*(Specification: Congress: functions; membership; election; legislative process; oversight of the executive)*

AO1: Candidates will display knowledge and understanding of the Senate and House of Representatives which may include: constitutional requirements for membership; terms of office; election; pools of recruitment; career patterns; representation (House members representing a Congressional District; Senators representing the whole state); powers (both concurrent and exclusive); salaries.

AO2: Expect candidates to examine a range of reasons why the Senate is usually regarded as more powerful and prestigious than the House. These may include: longer terms of office; representation of the entire state; one of 100 members, rather than one of 435; more likely to hold a leadership position; greater name recognition; more likely to be thought of as a potential VP or presidential candidate; more prestigious exclusive powers (confirmation of appointments; ratification of treaties). Look for candidates to challenge the assumption of the question and briefly examine those ways in which the two chambers are co-equal (legislation; constitutional amendments; investigation; salaries).

6. **Evaluate the usefulness of the president's cabinet.** [30]

*(Specification: The Presidency: Cabinet)*

AO1: Candidates will display knowledge and understanding of the president's cabinet, which may include: a definition; membership; the functions of individual cabinet members in running their department; the possible functions of the cabinet meeting; the use some different recent presidents have made of the cabinet as a collectivity.

AO2: Expect candidates to evaluate the usefulness of the president's Cabinet both as individuals and as a collectivity. In terms of the cabinet as individuals, Cabinet members run large departments, lobby Congress for the president's legislative agenda items, and offer policy advice to the president. In terms of the cabinet as a collectivity, the cabinet meeting may act as a forum for information-giving and information-gathering; build team spirit; act as a PR exercise for the president. Candidates may also point out that the president can use EXOP for assistance in coordinating the work of the executive branch of government, that the cabinet often lack loyalty and proximity to the president.

- 7. Discuss the process by which Supreme Court judges are nominated and confirmed. [30]**

*(Specification: The Supreme Court: membership and appointment process)*

AO1: Candidates will display knowledge and understanding of the process by which Supreme Court judges are nominated and confirmed. This may include knowledge and understanding of the president's role in nomination and the Senate's role in confirmation. Look for knowledge of likely pools of recruitment; the role of pressure groups; the role of the Senate Judiciary Committee; the role of the media. Reward candidates who use up-to-date examples.

AO2: Expect candidates to examine the nomination and confirmation processes for Supreme Court judges. This may be presented as merits/demerits or strengths/weaknesses. In terms of the former, look for an examination of the calibre of nominees, the care and time taken over the selection and confirmation processes. In terms of the latter, expect candidates to concentrate on: the influence of pressure groups; the ineffectiveness of the confirmation process; the use of the filibuster to block nominations. Reward candidates who use up-to-date examples.

- 8. Assess the merits of the United States' federal system of government. [30]**

*(Specification: The Constitution: federalism. Including its development, effects, merits)*

AO1: Candidates will display knowledge and understanding of the U.S. federal system of government. This will include: a definition of federalism; exclusive and concurrent powers of the federal and state governments; provisions for the federal system of government in the Constitution; the development of federalism; the effects of federalism – legal, political, economic and governmental.

AO2: Expect candidates to assess the merits of the U.S. federal system of government. Expect candidates to assess: the opportunities of reflecting regional differences; locally-based and locally-accountable government; the enhancement of checks and balances; opportunities for state-based policy initiatives and experiments.

## 2695 Political Ideas and Concepts

Levels	A01	AO2	A03
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

1. **Compare and contrast the different models of representation.** [30]  
**[Specification: representation]**

AO1: Candidates will display knowledge and understanding of the different models of representation. Expect reference to the trustee, delegate, mandate, and resemblance models. Reward candidates who illustrate their comparison with illustrative examples and reference to relevant theorists, these might include; Burke, Paine, Bevan and Mill.

AO2: Candidates should compare the similarities and differences between the different models. Factors might include; the meaning of representation, degree of independence and accountability of the representative and the basis of sovereignty (popular or parliamentary). Candidates who identify similarities as well as differences should access the higher bands of the mark scheme.

2. **Compare and contrast the different models of political power.** [30]  
**[Specification: power, authority and legitimacy – different faces of power]**

AO1 Candidates should display knowledge and understanding of the different models of political power. Expect understanding of the key features of political power as outlined by the various theoretical perspectives, this may include reference to its origins, application and concentration. Candidates may wish to highlight their understanding through comparing various ideological approaches to power, these might include; liberal/ pluralist, conservative, socialist, Marxist and anarchist perspectives. Candidates should illustrate their knowledge with reference to specific theorists, these might include; Lukes, Weber, Marx, Mao, Bachrach and Baratz, Dahl.

AO2 Candidates should make direct comparisons, focusing upon both similarities and differences between the different theories. Expect references to a range of theories, these might include; radical (e.g. Lukes), Marxist (e.g. Marx and Mao) and pluralist theories (e.g. Dahl). Candidates may wish to focus their comparisons upon issues relating to who holds power, where power originates and how it is exercised. In order to access the higher mark bands candidates should highlight similarities **and** differences and avoid narratives of the different theories.

3. **Discuss the view that citizens have a right to be unequal.** [30]  
**[Specification: rights, how liberty and equality are variously interpreted and justified]**

AO1 Candidates should display knowledge and understanding of the concept of equality. Expect understanding of the various types of equality including foundational, equality of opportunity and outcome. Candidates should be able to identify the reference to conservative, New Right and classical liberal concepts of foundational equality and limited equality of opportunity (emphasising individual liberty over equality), but a rejection of attempts at material equality. Reward candidates who identify the concept with Thatcherite pronouncements in the 1980s and display understanding of the criticisms of material and other forms of equality of outcome. Candidates should illustrate their ideas with reference to specific theorists, these might include; Plato, Locke, Eyesenck and Jensen, Young, Tawney, France and Rawls.

AO2 Candidates should discuss the arguments championing inequality. They might wish to include political arguments rejecting positive discrimination and excessive taxation as well as psychological perspectives and elitist theories on the natural basis of inequality. Expect also an attempt to evaluate the validity of this view with reference to arguments highlighting the impact of social, economic and political inequality with reference to social, gender, ethnic and economic divisions in society. Reward also those candidates that display awareness of the debate over the balance between equality and individual liberty. In order to access the higher mark bands candidates should discuss both sides of the debate.

4. **Evaluate the main criticisms of dictatorship.** [30]  
**[Specification: forms of government – dictatorship]**

AO1 Candidates should display knowledge and understanding of the meaning of dictatorship. Reward those that display understanding of its key aspects including elite centralised decision making and exercise of power by an elite, limited protection of civil rights and liberties, strong law and order provisions with coercive capabilities and limited civic culture. Reward also those that are aware of the distinctions in types of dictatorship ranging from traditional authoritarian style dictatorships through to totalitarian style states. Understanding should be shown of the main criticisms with illustration given through the use of relevant political theorists, these might include; Rousseau, Paine, Locke, Mill and Dahl

AO2 Candidates should evaluate the validity of the main criticisms. They might wish to focus on the potential dangers of corruption, lack of accountability and civic engagement, and limited protection of individual rights and liberties. Reward candidates who associate the criticisms from a democratic or pluralistic perspective. In order to access the higher mark bands candidates should evaluate the validity of these criticisms and may wish in doing so to highlight some of the potential benefits as advocated by conservative and elitist thinkers such as Hobbes, Burke and Plato. Reward also those candidates who are able to highlight how some criticisms are only applicable to some forms of dictatorship.



**5. Compare and contrast classical liberalism with modern liberalism. [30]**  
**[Specification: Political Ideology, liberalism]**

AO1 Candidates should display knowledge and understanding of the key concepts of liberalism. They should display understanding of the central aspects of classical liberalism (e.g. laissez-faire economics, minimal state, foundational equality, individualism and tolerance) and modern liberalism (e.g. economic and social justice, constitutional reform, decentralisation of power and acceptance of greater state interventionism). Candidates should illustrate their comparisons with reference to relevant theorists, these might include; Locke, Montesquieu, Mill, Green, Beveridge and Rawls.

AO2 Candidates should compare and contrast the central aspects of the two types of liberalism, these might include; the role of the state, negative and positive liberty, attitudes towards equality and social justice, and degree of input of citizenship). In order to access the higher mark bands expect candidates to highlight similarities within key liberal tenets based around accountable government, constitutionalism, and championing tolerance and the individual, but also to recognise changes in relation to equality, the role of the state and attitude to popular participation.

**6. Discuss the arguments in favour of civil disobedience. [30]**  
**[Specification: political obligation, civil disobedience – justifications and criticisms]**

AO1 Candidates should display knowledge and understanding of the concept of civil disobedience. Expect candidates to be able to distinguish between law-breaking by criminals and civil disobedience based upon a principled moral objection to a specific law, or the breaking of a minor law in order to highlight a greater issue. Candidates may also wish to make the distinction between civil disobedience and political acts of terrorism. When discussing the justifications candidates may also wish to highlight their discussion with reference to specific civil disobedience campaigns. These may be rewarded if they clarify a candidate's explanation but they should not be used at the expense of a discussion of the theoretical justifications. Expect candidates to refer to relevant theorists, these might include; Gandhi, Thoreau, Martin Luther-King, Hobbes, Locke and Rawls.

AO2 Candidates should discuss the justifications for civil disobedience, these might include; religious, moral and political principles. Candidates might wish to discuss the rejection of specific laws deemed as 'wicked' or unjust by acts of non-violent non-cooperation or action designed to highlight the unjust nature of the law. They may also wish to focus on the lack of alternative methods of protest through the limited availability of political participation, especially in a dictatorship. In order to access the higher mark bands candidates should attempt to evaluate the validity of these justifications by discussing the problems associated with civil disobedience, especially from a conservative or elitist perspective (e.g. Hobbes and the nature of obligation) and discuss the extent of justification in democracies with other channels of participation and protest.

7. **Discuss the view that sovereignty best defines the concept of the modern state.** [30]  
**[Specification: State and Sovereignty; the characteristics of the state]**

AO1 Candidates should display knowledge and understanding of the characteristics of the nation state, these might include; the institutions of government, sovereignty, territorial jurisdiction, legitimacy, and monopoly of coercive power. In focussing on sovereignty expect knowledge and understanding of the distinction between external and internal sovereignty as well as between *de jure* and *de facto* notions of the concept. Candidates should show understanding of the modern nation state as opposed to traditional concepts of Empire and stateless communities. Expect candidates to refer to relevant theorists, these might include; Hobbes, Weber, Bobbitt, Hirst and Thompson.

AO2 Candidates should discuss the relative importance of sovereignty in defining and shaping the features of the modern state. They might wish to include the changing nature of government and pressures upon sovereign integrity brought about by modern trends such as supranationalism and globalisation. Reward candidates who adopt an ideological perspective on the characteristics of the state and especially the role performed by sovereignty, with liberal and pluralistic theories identifying the limitations on the state and divisions in the exercise of power, conservatives highlighting the necessity of absolute sovereignty and radical theorists seeing the state as primarily a coercive instrument. Candidates should go beyond descriptions of the different models of the functions of the state in order to access the higher mark bands. Reward highly those students that do attempt to consider other ways in which the modern state can be defined beyond the notion of sovereignty.

8. **Contrast intergovernmental with supranational systems of decision-making.** [30]  
**[Specification: The state and sovereignty – intergovernmentalism and supranationalism.]**

AO1 Candidates should display knowledge and understanding of the concepts of supranationalism and intergovernmentalism. Expect understanding of the meaning of supranationalism, this might include; the traditional imperial model of supranational empires and modern day international cooperation through multinational organisations that seek to pool sovereignty over certain issues. Expect also understanding of the basis of intergovernmentalism, this might include; the preservation of nation states through specific bilateral agreements in the form of treaties and alliances, and weaker confederations that do not encroach upon key issues such as national security and internal aspects of sovereignty. Candidates might wish to illustrate their knowledge with short factual examples, but should focus their understanding on the theoretical aspects of the concepts. Candidates should refer to relevant theorists, these might include; Monnet, Schumann, Chomsky and Huntingdon.

AO2 Candidates should contrast the key features of the two systems. They might wish to highlight the similarities in the necessity to extend decision making and cooperation beyond the nation state level, the need to formalise relations through some permanent apparatus (e.g. a bureaucracy). In contrasting the concepts expect candidates to highlight the different attitudes towards executive decision making, the strength and size of its institutions and the ability to impose agreed decisions upon member states. Reward highly candidates who show how the two can coexist in the sense that international institutions can exert both supranational and intergovernmental characteristics.

## Grade Thresholds

Advanced GCE (Subject) (Aggregation Code(s))  
January 2008 Examination 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	68	61	55	49	43	0
	UMS	90	72	63	54	45	36	0
2597	Raw	120	90	80	70	60	50	0
	UMS	120	96	84	72	60	48	0
2694	Raw	90	71	62	53	44	36	0
	UMS	90	72	63	54	45	36	0
2695	Raw	90	70	61	53	45	37	0
	UMS	90	72	63	54	45	36	0

### Specification Aggregation Results

Overall threshold marks in UMS (ie 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	15.8	39.5	63.2	78.9	100	0	39
7834	33.3	66.7	100	100	100	0	6

### 45 candidates aggregated this series

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication

**OCR (Oxford Cambridge and RSA Examinations)**  
**1 Hills Road**  
**Cambridge**  
**CB1 2EU**

**OCR Customer Contact Centre**

**14 – 19 Qualifications (General)**

Telephone: 01223 553998

Facsimile: 01223 552627

Email: [general.qualifications@ocr.org.uk](mailto:general.qualifications@ocr.org.uk)

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**Telephone: 01223 552552**  
**Facsimile: 01223 552553**

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