



GCE MARKING SCHEME

SUMMER 2016

**GOVERNMENT & POLITICS – GP2
1401/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

GOVERNMENT AND POLITICS - GP2

MARK SCHEME SUMMER 2016

Q.1 (a) What is meant by the term 'entrench'? (line 9) [5]

Credit could be given for the following:

- Definition: specially protected.
- Developed description may include: entrenchment usually puts a special procedure in place for amending constitutions compared to ordinary law, it gives a constitution status above ordinary law, it gives protection to a constitution.
- Example: credit any relevant fact or example, including citing any entrenched constitution.
- Any other relevant material.

Marks	AO1
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

(b) Using your own knowledge as well as the extract, explain why some people want to replace the Human Rights Act with a Bill of Rights. [10]

Credit could be given for the following:

- From the extract: because it has become a 'criminals' charter'; because it doesn't sufficiently protect historic rights like trial by jury or free speech; because it does not entrench and protect rights.
- Beyond the extract; some people want to replace it with a more restrictive Bill of Rights, others with a more detailed and expansive list of rights; to properly codify and protect the British Constitution.
- Any other relevant material.

Marks	AO1	Marks	AO2
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(c) Assess whether the uncodified UK constitution protects British citizens sufficiently. [25]

Credit could be given for the following:

- Arguments that it does might include: its evolutionary nature, responding and adapting to changing society and needs flexibly, taking into account the needs of society at the time; the fact that large parts of it are enshrined in statute now; the difference between legal and political sovereignty – it would be legal for Parliament to abolish the devolved assemblies and parliaments but it probably could not do so politically and this gives protection; the protection of rights through the HRA and the growing role and importance of the Supreme Court and judiciary generally, the growing tendency for parliamentary approval to be sought for executive action.
- Arguments that it does not might include: the ease of changing it, either by convention or by statute or by case law; the dominance of the executive and the judiciary – no independent status for the constitution other than what the government and judges decide it is; lack of entrenchment or rights; lack of clarity about what the constitution is.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.2 (a) What is meant by the term 'National Assembly for Wales'. (Title) [5]

Credit could be given for the following:

- Definition: the elected body that makes laws for Wales.
- Developed description may include: the number of AMs, the frequency of elections, its history, what it can and cannot make laws on.
- Example: credit any factually correct example.
- Any other relevant material.

AO1	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

(b) Using your own knowledge as well as the extract, explain how the National Assembly for Wales is socially representative of the people of Wales. [10]

Credit could be given for the following:

- From the extract: it has a better gender balance than most legislatures, a 50:50 split in 2003; the 2011 election brought almost 50% first-time members into the Assembly.
- Beyond the extract: diversity of background, education and previous experience of AMs; the number of BME AMs is better than the percentage in the population at large.
- Any other relevant material.

AO1		AO2	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(c) 'Legislating is a function that is not performed effectively by either the UK Parliament or the National Assembly for Wales.' Discuss. [25]

Credit could be given for the following:

- Arguments that it is not effective might include: executive dominance of the processes at Westminster with examples (e.g. public bill committees, majorities and divisions); the lack of effectiveness of the House of Lords, the Parliament Acts; lack of opportunities for private members' bills; in Wales, the lack of ideas for bills, the length of time to pass Welsh laws, the lack of adequate debate and scrutiny of the details by only 60 AMs.
- Arguments that it is effective might include: government defeats and back bench rebellions at Westminster; the effectiveness of the House of Lords as an amending chamber; the success of cross-party issues as private members' bills; the impact of passionate and informed debate on legislation in the Commons; the responsiveness of legislation made in Wales to the needs of Wales, and differential policies.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth or range of analysis is displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth and range of analysis are displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.3 (a) What is meant by the term 'Royal Prerogative powers'? (line 3) [5]

Credit could be given for the following:

- Definition: powers that used to be exercised by the Crown but are now exercised by the PM.
- Developed description may include: powers not necessarily subject to Cabinet or Parliamentary approval, growing tendency for actions to be approved.
- Examples: credit any correct and relevant example such as Iraq War 2003, Syria vote 2013 and 2015, signing treaties.
- Any other relevant material.

AO1	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

(b) Using your own knowledge as well as the extract, explain why Prime Ministers are more powerful than individual cabinet ministers. [10]

Credit could be given for the following:

- From the extract: institutional power resources such as the fact that the PM is the legal head of government, exercises the Royal Prerogative powers and controls the government's news media operation.
- Beyond the extract: the Prime Minister leads the party that won the election so has loyalty in the country and a majority (usually) which allows control of Parliament. Prime Ministers appoint cabinet colleagues and have an overview of and final say over all government policy.
- Any other relevant material.

AO1		AO2	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(c) Evaluate the view that the Cabinet is the least powerful part of the core executive in the UK and Wales. [5]

Credit could be given for the following:

- Arguments that it is might include: the control over the Cabinet exercised by Prime Ministers, e.g. powers of appointment and reshuffle; recent developments under Cameron – the role of the cross-party Quad 2010-15; arguments that power lies elsewhere e.g. with the top civil service or special advisers; the downgrading of full Cabinet under recent Prime Ministers.
- Arguments that it is not might include: recent developments in the role of the Cabinet under a coalition government both at Westminster and in Wales; the role of the Cabinet as a ratifying body and where disputes are divided; the importance of collective responsibility; the range of expertise and resources the Cabinet has by comparison to the Prime Minister; the potential for the Cabinet to be an alternative power base to that of a Prime Minister (examples might include the Cabinet under Thatcher at the end, under John Major, and the position of Brown under Blair).
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.4 (a) What is meant by the term 'multi-level governance'? (line 1) [5]

Credit could be given for the following:

- Definition: government taking place at many different levels.
- Developed description may include: decisions being taken at the most appropriate level, as close as possible to those whom it affects; a structure that allows many access points to decision making in the UK.
- Example: credit any relevant example of a level of governance.
- Any other relevant material.

AO1	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

(b) "Using your own knowledge as well as the extract, explain the relationship between local and central government in the UK. [10]

Credit could be given for the following:

- From the extract: the roles and responsibilities of local government are determined by central government; there have been clashes between the two levels when they each disagree with the other about the roles and scope of local government.
- Beyond the extract: theoretically, central government can abolish local government; local government is dependent on central government for almost all its funding.
- Any other relevant material.

AO1		AO2	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (c) **'The main problem facing local government is that its role and purpose are unclear.'** Discuss. [25]

Credit could be given for the following:

- Arguments that this is its main problem might include: the disputes between different central governments and local government about this; debates over the future functions of local government – to deliver local democracy or to deliver local services? The rise of 'enabling' councils; the lack of autonomy for local government and the close direction of what it does from central government.
- Arguments that it is not might include: other problems considered more urgent, such as lack of local engagement, voter apathy; funding issues such as lack of funds generally, over-reliance on central government funding, alternatives to the Council Tax, unfairness in how funding is allocated, unequal service provision as a result; political issues such as unrepresentative profiles of councillors, lack of expertise of 'amateur' councillors, the domination of councils by one group, or how to make a multi-group 'hung' council work, the roles of independent councillors.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
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0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.