



# **GCE MARKING SCHEME**

## **GOVERNMENT AND POLITICS AS/Advanced**

**SUMMER 2014**

## **INTRODUCTION**

The marking schemes which follow were those used by WJEC for the SUMMER 2014 examination in GCE GOVERNMENT AND POLITICS. They were finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conferences were held shortly after the papers were 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 conferences was to ensure that the marking schemes were 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' conferences, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about these marking schemes.

	<b>Page</b>
GP1	1
GP2	9
GP3a	17
GP3b	25
GP4a	34
GP4b	44

## GP1 Mark Scheme

Summer 2014

**Q.1 (a)** What is meant by *elite*? **[5]**

Credit **could** be given for the following:

- Definition: a privileged group at the top.
- Developed description may include: emergence of these through birth, class, wealth, education etc.
- Any valid example.
- Any other relevant material.

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

**(b)** Using your own knowledge as well as the extract, explain the features of politics in the UK that can be considered democratic. **[10]**

Credit **could** be given for the following:

- From the extract: pluralism, wide range of ideas and interests, tolerance, protection from discrimination.
- Beyond the extract: free and frequent elections, universal suffrage, a free press, accountability of executive to legislature, protection of minorities.
- Any other relevant material.

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

- (c) Assess whether ethnicity is more important than other factors in explaining voting behaviour in the UK. [25]

Credit **could** be given for the following issues:

- Importance of ethnicity: links between ethnic groupings and UK parties e.g. Labour, Respect. Low turnout among ethnic groups and reasons for this e.g. lack of ethnic minority candidates or attention to issues that are important to ethnic minority groups, language issues; differences between local and national politics.
- Other factors: discussion of the importance of age, region, class and wealth, partisanship, models of voting behaviour.
- 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 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 *majority government*? **[5]**

Credit **could** be given for the following:

- Definition: a government that has a majority of the seats in the legislature.
- Developed description may include: usual with FPTP electoral system, allows the executive to dominate the legislature.
- Any valid example.
- Any other relevant material.

<b>A01</b>	
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 main disadvantages of the First Past the Post electoral system. **[10]**

Credit **could** be given for the following:

- From the extract: the winning party gains a larger share of seats than votes, this has benefited the UK's major parties most, especially Labour. Candidates may see the last sentence of the extract as a disadvantage.
- Beyond the extract: many MP's are elected on a minority of the votes in their constituency – representation and legitimacy issues, usually leads to majority government which can dominate the legislature.
- Any other relevant material.

<b>A01</b>		<b>A02</b>	
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) Discuss whether the Additional Member System has more advantages than other electoral systems used in the UK. [25]

Credit **could** be given for discussing and evaluating the following issues:

- The advantages of the AMS – retention of constituency / voter link, proportionality of party list part which corrects the FPTP part, likelihood of multi-party government – greater representation, e.g. SNP government in Scotland, Plaid Cymru in coalition government in Wales.
- Advantages of other systems and disadvantages of AMS – FPTP usually leads to strong one-party government which is clearly accountable, STV is more completely proportional, AMS hasn't got rid of one-party dominance in Wales.
- 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 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.3 (a)** What is meant by *extremist parties*? **[5]**

Credit **could** be given for the following:

- Definition: political parties on the fringes of politics.
- Developed description may include: parties that have ideas not shared by majorities, maybe radical or even offensive ideas, sometimes use unpolitical methods.
- Any valid example, preferably from a UK context.
- Any other relevant material.

<b>AO1</b>	
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 membership of the main political parties in the UK is declining. **[10]**

Credit **could** be given for the following:

- From the extract: other ways of 'doing politics' such as online participation, joining direct action pressure groups, disillusion with politics altogether.
- Beyond the extract: perception of remoteness, elitism, lack of inspiring policies, main parties too similar to offer real choice, uninspiring leadership.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
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) 'There is a lack of competition and difference between the main political parties in the UK.' Discuss. [25]

Credit **could** be given for discussing and evaluating the following issues:

- Arguments that there is may include: the similarity of party programmes and agendas, perceptions of elitism and similarity in party leaderships, declining mass membership, popularity of other forms of participation that seem to represent people's interests more.
- Arguments that there is not may include: policy and ideological differences between the main parties, disagreements, nationalist parties and developed UK wide parties.
- 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 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 *access points*?

**[5]**

Credit **could** be given for the following:

- Definition: the points at which pressure groups can get inside the policy-making process.
- Developed description may include: local government, UK, EU, devolved levels.
- Any valid example or fact.
- Any other relevant material.

<b>AO1</b>	
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 membership of pressure groups is popular in contemporary Britain. **[10]**

Credit **could** be given for the following:

- From the extract: because voters are unlikely to agree with all of a party's policies, pressure groups offer the opportunity to voice a more fine-grained opinion, use of multiple access points, benefits of joining such as cheap insurance.
- Beyond the extract: disillusionment with parties, use of more direct methods by pressure groups appeals to some, ease of getting involved e.g. through social media.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
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 pressure groups are more of a threat than a help to democratically elected governments in the UK. [25]

Credit **could** be given for discussing and evaluating the following issues:

- Arguments that they are more of a threat may include: use of direct action and violence, ability to mobilise very large numbers or whole sections of society, ability of some groups to ‘hold the country to ransom’, outsiders by choice.
- Arguments that they are more of a help may include: role in giving expert advice, insiders, policy networks and the benefits for government when drawing up and implementing policy, gauge of public opinion.
- 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 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.

**GP2 Mark Scheme**

**Summer 2014**

**Q.1 (a)** What is meant by the term judicial branch? **[5]**

Credit could be given for the following:

- Definition: the courts and judges.
- Developed description may include: one of the three branches of government, headed by the Supreme Court since 2005 Constitutional Reform Act (established 2009). Some constitutional functions.
- Example: credit any relevant examples or facts.
- 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 how the principle of separation of powers relates to the British constitution. **[10]**

Credit could be given for the following:

- From the extract: Independence of the judicial branch; three separate branches; distinct institutions.
- Beyond the extract: No clear separation of powers, especially between the executive and the legislature, the executive has a majority in the legislature. Constitutional Reform Act 2005 separated the judiciary from the other branches, there is judicial independence, the legislature is not always dominated by the executive, Parliamentary Sovereignty.
- Any other relevant material.

Marks	AO1	Marks	AO2
	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 strengths of the British Constitution outweigh its weaknesses.' Discuss. [25]

Credit could be given for discussing and evaluating the following issues:

- Arguments that it has strengths might include: adaptability and flexibility, e.g. devolution, conventions, lack of demand for change, concentration of power allows effective government, enough checks and balances and protection for rights e.g. judges and the Supreme Court, HRA, watchdogs such as the media.
- Arguments that it has weaknesses might include: executive dominance and failure to limit government, weakness of Parliamentary Sovereignty, too much flexibility, role of unelected judges, weak protection of rights and lack of entrenchment.
- 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 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 *Parliament Act*? **[5]**

Credit could be given for the following:

- Definition: a statute passed by Parliament.
- Developed description may include: statute(s) that define the power of the
- House of Lords – no power over money bills and a one year delay on other bills.
- Example 1911, 1949.
- Any other relevant material.

<b>AO1</b>	
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 influence the House of Lords has within Parliament. **[10]**

Credit could be given for the following:

- From the extract: it is a revising chamber, Lords are often experts and often have success in asking government to rethink important legislation.
- Beyond the extract: House of Lords committees, ministers in the House of Lords, party discipline, links between Lords and pressure groups.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
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) 'Parliamentary Sovereignty gives Parliament the dominant role in its relationship with government.' Discuss. [25]

Credit could be given for discussing and evaluating the following:

- Arguments in favour of Parliamentary effectiveness in controlling the executive and scrutinising it, in producing good quality legislation and in representing constituents well, e.g. Effectiveness of select committees, trend for PM to be questioned regularly in committee, examples of governments having to compromise and alter legislation, examples of executives being questioned more rigorously, Parliamentary oversight of expenses and standards, effects of a coalition government.
- Arguments supporting executive dominance and Parliamentary weakness, e.g. Near-monopoly of the executive over legislation, weaknesses of scrutiny and questioning systems, party discipline and control of Whips, career MP's, use of the Royal Prerogative, poor representation.
- Credit reference to Wales if it is there, e.g. Scrutiny committees, Plenary, petitions system in Wales, lack of numbers of AM's to effectively scrutinise.
- 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 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.3 (a)** What is meant by *civil servants*? **[5]**

Credit could be given for the following:

- Definition: people who work in government departments who do not change when the government does.
- Developed description may include: staff of the executive, carrying out policy decisions, top civil servants have influence in decisions through advice and experience, many are in the job 'for life'.
- Example: credit anything specific.
- Any other relevant material

<b>AO1</b>	
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 special advisers are important to the Prime Minister. **[10]**

Credit could be given for the following:

- From the extract: They are a support to the PM, they are political appointees, responsible directly to the PM, they monitor and improve service delivery by departments, senior advisers have sometimes outranked civil servants.
- Beyond the extract: special advisers are often confidants of the PM, the PM is under-staffed compared to ministers with departments, special advisers provide more adventurous policy options to the PM than the civil service, they are uncontrolled by parliament, not bound by the principles of the civil service.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
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) Critically assess where power really lies in the core executives in Wales and Westminster. [25]

Credit could be given for discussing and evaluating the following issues:

- Centralisation of power in the core executive around the PM e.g. Through special advisers at No 10, the role of the Cabinet Office especially since Blair, PM dominance over Cabinet and Cabinet committees, patronage of the PM, high media profile of the PM, accusations of presidentialism.
- Counter-arguments might include: concepts of spatial leadership, elastic premiership, etc, the impossibility of one person exercising such a degree of control, powers of the Cabinet, the modern idea of the role of the cabinet within a mutually dependent core executive, vulnerability of the PM to media attack and attempted coups, power in large departments especially the Exchequer.
- 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 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 *unitary authorities*? **[5]**

Credit could be given for the following:

- Definition: a single-tier local authority
- Developed description may include: these perform all the local authority functions in an area, which in other areas would be split between different tiers of local government. Wales has had them since 1994.
- Example: credit any accurate example.
- Any other relevant material.

<b>AO1</b>	
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 local government preserves local democracy in the UK. **[10]**

Credit could be given for the following:

- From the extract: many councillors are politically independent of parties, local councils are separately elected and have their own policy agenda, councillors have a direct relationship with voters.
- Beyond the extract: council meetings and minutes are public, surgeries are held, local press often hold councils to account.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
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 importance of the representative role of local government in Wales and the UK, compared to its other roles. [25]

Credit could be given for the discussing and evaluating the following issues:

- The importance of the representative role might include: that councils provide an opportunity to vote for a different political party to that at national level, or none at all (independent candidates) that it is a chance for elections to be decided on local issues not national ones, that councillors usually have good and close contact with the voters and are personally involved in solving issues, councils are responsive to public demands, that the openness of meetings and decisions mean that the public can have input easily.
- Importance of other roles might include: service provision – this goes on regardless of which politicians are elected locally, the unelected officers often run the services in practice, this can make them unresponsive to local demand; finance – monies are dependent on central government especially in Wales, local independence here is limited and out of the control of local councils, however, they can raise some revenue themselves.
- 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 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.

## GP3a Mark Scheme

Summer 2014

**Q.1** (a) Explain the importance of a 'balanced ticket' to presidential candidates. **[10]**

Credit **could** be given for explaining the following:

- Need to balance youth with experience.
- Need to heal a rift in the party by appealing to a faction.
- Need to appeal to a different region of the USA.
- Need to appeal to a section of core voters.
- Any other relevant material.

AO1		AO2	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	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.

- (b) 'The media have less significance than other factors in US elections.'  
Discuss.

[30]

Credit **could** be given for analysing / evaluating the following:

- Arguments that the media has low significance might include: regulations concerning what the media may and may not do during campaigns, the relative importance of other factors such as money, candidates themselves, the effect of the electoral college, issues.
- Arguments against might include: candidate centred nature of campaigns, importance of the invisible primary due to media, televised debates, negative campaigning, 'sham' issue advertisements and 501/527 groups, importance of local media to state and local campaigns, difficulties of regulating the media and the money that funds it during campaigns, new social media, Citizens United 2010.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	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 from both sides of the argument. Depth or range of knowledge are displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis are displayed.	4-6	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 from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	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) Explain the importance of region for US political parties.

**[10]**

Credit **could** be given for explaining the following:

- ‘Solid South’ Democrat until 1960’s and Civil Rights era when it ‘broke up’ and many whites in Southern states voted Republican, many blacks moving to the South from the North, younger voters not motivated by the race issues, more votes up for grabs for both parties, volatility.
- Effect on Democratic party core vote. Southern blacks and other ethnic groupings support them but this is not enough – voting coalitions
- Republican candidates in the South tend to be from the right wing of the party – potential for Republican split (Tea-Party).
- Importance of the ‘Solid North-East’, other regional significance.
- Importance of Swing states.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	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.

- (b) Evaluate the view that parties do not matter in US politics today. [30]

Credit **could** be given for analysing / evaluating the following:

- Arguments that they do not might include: existence of only 2 main parties, lack of alternative organised ideologies, weakening party identification of voters, weak party organisation, factions, lack of policy difference between the two parties, lack of success for minor party candidates, personal appeal of candidates especially at state level, incumbency rates.
- Arguments that they do might include: vehicle for participation in politics, impact party makes on policy direction – national level compared to state level, differences between the parties, partisanship in Congress, grip of two main parties over office-holding at federal and state levels, lack of success of independent candidates, levels of partisan identification.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	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 from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	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 from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	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) Explain why turnout seems to be relatively low in elections in the USA. **[10]**

Credit **could** be given for explaining the following:

- Stereotypes of potential typical non-voters - poor, ill-educated, southern, black, females.
- Control of election processed by states, 'Motor Voter' Law 1993, problems of registration.
- Lack of engagement with personalities, processes and issues, lack of belief that an individual vote can change anything, different turnout levels in different types of elections.
- Role of parties – ideologically similar. Impact of individual candidates.
- Candidates may question the premise of low turnout – in 2004 and 2008 Presidential elections were both over 60%, the highest for 40 years. The myth of the 'disappearing voter'.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	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.

- (b) Assess whether partisan alignment is more important than other factors in determining voting behaviour in the USA. [30]

Credit **could** be given for analysing / evaluating the following:

- Theories of partisanship – independent and swing voters, split-ticket voting and other arguments that partisanship is not significant; evidence that independent identifiers vote in a partisan way after all at elections, entrenched party loyalty amongst some groups and in some areas or regions.
- The counter-argument might include: the greater importance of candidates themselves, incumbency, relative importance of age, geographical region, race and ethnicity, socio-economic status; core voting coalitions for each party.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	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 from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	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 from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	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) Explain why participation in pressure group politics is popular in the USA. **[10]**

Credit **could** be given for explaining the following:

- Two main parties are ‘broad church’, pressure groups offer more finely-tuned expressions of opinion.
- Multiple access points in a federal system, importance of state politics and local success of pressure groups as opposed to national parties.
- Ease of organisation via new social media, appeal to the young.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	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.

- (b) 'Corporations have more influence than any other type of pressure group in US politics.' Discuss. **[30]**

Credit **could** be given for analysing / evaluating the following:

- Arguments that they do might include: influence of corporate America at various levels, e.g. iron triangles, campaign finance, ties to the Republican party in particular; corporate lobbying, processes of contacting Senators and Congressmen, influences on them; recent Supreme Court rulings e.g. Citizens United.
- Arguments that they do not might include: the relative success of different methods of cause groups, efforts to restrict and regulate the influence of corporations, popular protest and direct action, the potential impact of new media in mobilising large-scale opinion behind an issue, examples of highly influential non-corporate lobbies such as the gun lobby; successful lobbying of the Supreme Court.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	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 from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	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 from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	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.

**GP3b Mark Scheme**

**Summer 2014**

**Q.1 (a)** Explain the impact of liberal thinking on the Conservative party in the UK. **[10]**

Credit **could** be given for explaining the following:

- Impact of free market economics on the New Right.
- Impact of theories of individualism.
- Impact of theories of the role of the state – a limited state, a paternalistic state.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	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.

**(b)** Critically assess whether the principle of tolerance strengthens or undermines liberalism. **[30]**

Credit **could** be given for analysing / evaluating the following:

- Arguments that it strengthens it might include: lack of coercion of minorities by the state strengthens the liberal view of the role of the state as long as this brings no threat to others of the vital institutions of the state, the liberal state should be neutral in the religious and moral debates of society, coercion is both an infringement of autonomy and a source of misery and is morally wrong unless there is a special justification, defence of tolerance in liberal thinking e.g. Locke, Mill, Rawls, tolerance and pluralism.
- Arguments that it undermines it might include: the problem for liberals of toleration of the thoughts or actions of one group that impact on the lives of others, the problems that some tolerated groups wish to transform the wider society thereby infringing individualism, difficulties raised by formally protecting the rights of minorities to be tolerated and the role of the state that this requires.
- Any other relevant material

<b>A01</b>		<b>A02</b>		<b>A03</b>	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	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 from both sides of the argument. Depth or range of knowledge are displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis are displayed.	4-6	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 from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	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) Explain the debates within socialism surrounding the concept of collectivism. **[10]**

Credit **could** be given for explaining the following:

- Debates about the achievement of collective rather than individual goals (i.e. debates about the extent of individualism within a socialist society).
- Debates about the effectiveness of collective bargaining and action by organised groups.
- Debates about whether a socialist society should tolerate individualism alongside collectivism.
- The failures of collectivism in socialist contexts and debates about lessons for today.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	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.

- (b) 'Communism is more socialist than democratic socialism.' Discuss. [30]

Credit **could** be given for analysing / evaluating the following:

- Arguments on both sides might address the following issues of debate between these two strands of socialism: the extent to which inequality in society is natural and the efforts socialists should go to in order to achieve equality, the methods by which a more equal and just society can be achieved, the role of revolution and the need to establish a different kind of society, the meaning of terms such as 'equality' for the different strands of socialist thinking; class divisions and conflict and their relevance in modern society; the interpretation of social justice by different types of socialists and the varying methods by which this can be achieved (if at all); the role of the state in a modern economy; the role of the individual versus collectivism.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	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 from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	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 from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	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) Explain why conservatism has never been universally popular in Wales. **[10]**

Credit **could** be given for explaining the following:

- Lack of a large upper class.
- Lack of a large caucus of property owners in the past, Conservatism amongst some communities and areas but small in numbers.
- Growth of population based on industrial expansion and 'exploitative' industries such as mining.
- Conservatism seen as the politics of a ruling class in the past, associated with rule of Wales from London.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	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.

- (b) 'Conservatism is not a coherent ideology, it is just a position of resistance to change.' Discuss. [30]

Credit **could** be given for analysing / evaluating the following:

- Arguments that this is so might include: Traditional conservatism and its emergence as 'opposition to change', a negative ideology in effect; Conservative opposition to ideology, conservatism as an anti-ideology; lack of vision of an 'ideal form of society', scepticism, reaction to other ideologies; pragmatism, belief in natural order and hierarchy, tradition, non-radical nature of traditional conservatism.
- Arguments that this is not true might include: the ideology of the New Right, social and economic radical Conservative ideology; the coherence of the conservatism emerging in the 21<sup>st</sup> century, the trend for other ideologies to become more Conservative, a coherent set of values and ideas that run through conservatism.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	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 from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	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 from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	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) Explain the significance of the concept of organic communities for nationalism.

**[10]**

Credit **could** be given for explaining the following:

- Concept that individuals are bound by ties to communities that transcend individual identity.
- Significance in times of war or for the other times when a sense of nation is important e.g. sport.
- Fusion of organic community with Fascism.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	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.

- (b) Assess whether, in the modern world, nationalism has been replaced by supranationalism. [30]

Credit **could** be given for analysing / evaluating the following:

- Arguments that it has might include: the decline of the nation state, the growth of global politics and supranational organisations such as the UN, NATO etc; debates about the irrelevance of nation states in the modern world, cultural, social, technological, political and economic co-operation, multi-national corporations, issues of national security in a polarised world.
- Arguments that it has not might include: types of federalism e.g. the EU, the UN that preserve the importance of nation states, the strength of nationalism and ideas of organic communities, relevance of the principle of national self-determination in the modern world; rebellion against forces of globalisation and economic imperialism of multi-national corporations; the importance of cultural nationalism in emphasising national identity and difference.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	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 from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	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 from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	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.

## GP4a Mark Scheme

Summer 2014

**Q.1** (a) Explain why it is difficult to amend the US Constitution. **[10]**

Credit **could** be given for explaining the following:

- Process of amendment, entrenchment.
- Superior status of Constitution.
- Principles of the Founding Fathers – limited, constitutional government.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	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.

- (b) Analyse whether the US Constitution maintains an effective balance between the rights and powers of the federal government, and those of the states and citizens. [30]

Credit **could** be given for analysing/evaluating the following:

- Arguments for both sides might include: enumerated powers of the federal government and unenumerated rights of states and citizens (Articles 1 and 2, and Amendments 9 and 10), federalism, the Bill of Rights, other areas of the Constitution that protect the states e.g. role of the Senate, protection for states' electoral arrangements, Supreme Court's role in protecting the constitution against tyrannical government by judicial review and Supreme Court's ability to apply due process to states as well as federal government (Amendment 14), flexibility and vagueness of the Commerce, Elastic and Necessary and Proper clauses, flexibility of the powers of the president.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	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 from both sides of the argument. Depth or range of knowledge are displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis are displayed.	4-6	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 from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	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) Explain how ‘pork-barrelling’ affects the work of Congress. **[10]**

Credit **could** be given for explaining the following:

- Make members of the House responsive to their voters.
- They have to achieve something quickly.
- Makes House members open to persuasion in return for benefits for their constituency – log-rolling.
- Promotes short-termism in the House.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	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.

(b) Assess the view that Congress is a powerful and effective legislature. **[30]**

Credit **could** be given for analysing/evaluating the following:

- Arguments in favour might include: Constitutional power to legislate given to Congress specifically by the Constitution, including the power to initiate legislation and no necessity to accept Executive legislative proposals, Congress can be particularly powerful where the Presidency and Congress are dominated by different parties, direct election of legislators (mandate), popular support unconnected to that of the President, highly specialised and powerful committee system, Senate’s powers over impeachment, Supreme Court nomination, House control of budget, public profile of legislators makes them powerful individuals, weak party discipline and control, examples of important legislation passed by Congress.
- Arguments against might include: criticism of the legislative process including how slow and given to compromise it is, gridlock, Congress cannot call the Executive to account on an everyday basis. Frequency of elections means legislators are keen to pass ‘popular’ legislation instead of necessary legislation (pork barrelling), arguments that interest groups are more powerful in Congress than the views of the voters, effects of incumbency.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>		<b>AO3</b>	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	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 from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	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 from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	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) Explain the role of the Executive Office of the President.

**[10]**

Credit **could** be given for explaining the following:

- Close supporters/advisors/key personnel.
- Helps the President control the executive as a whole.
- Vital to build relations with Congress, vital as legislative power rests there.
- Role of White House Office and Chief of Staff.
- Informed policy advice to the President.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	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.

- (b) 'Recent presidencies have proved that the US president can make the office as powerful as he wants it to be.' Discuss. [30]

Credit **could** be given for analysing/evaluating the following:

- Arguments that this is true might include: George W Bush and the expansion of presidential power following 9/11, Patriot Act, Department of Homeland Security; the flexibility the Constitution allows the president e.g. in the pursuit of recent wars; recent presidents that have introduced legislation for which neither they nor Congress strictly have the power in the Constitution e.g. George W Bush and 'no child left behind', Obama and healthcare, use of presidential veto and other enumerated powers; presidential power in foreign affairs.
- Arguments that this is not true might include: recent presidents' frustration at getting legislative proposals through Congress, the amount of logrolling and compromise necessary e.g. healthcare; the ability of Congress to introduce and pass legislation without the president's full agreement; the weaknesses of the presidential veto; difficulties for any president in making change on the domestic front; inability to control world events and the global economy.
- Any other relevant material.



<b>AO1</b>		<b>AO2</b>		<b>AO3</b>	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	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 from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
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0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

- Q.4** (a) Explain the factors a president will consider when nominating a Supreme Court justice for appointment. **[10]**

Credit **could** be given for explaining the following:

- Personal ideology that matches that of the president, liberal or conservative, loose or strict constructionist.
- Need to introduce balance to the court, e.g. female or racial grouping representation.
- Legal qualification and experience.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	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.

- (b) Given that the Supreme Court is not an elected body, analyse whether its role as guardian of the Constitution can be justified. **[30]**

Credit **could** be given for analysing/evaluating the following:

- Arguments that it can be might include: the deliberative and judicial nature of the Court rather than as a political institution, appointment process is rigorous and not all nominees get through it, necessary check and balance against possible executive or legislative tyranny, periods of judicial restraint and strict construction on the Court (e.g. the Rehnquist Court), tendency for the Supreme Court to follow rather than lead society in its Landmark judgements.
- Arguments that it cannot be might include: appointments as patronage of the president, the political nature of appointments, periods of judicial activism and loose construction, swing justices and their impact, 5:4 decisions and examples (Bush vs Gore 2000, healthcare 2012), general importance of Landmark rulings for American society, no appeal against Supreme Court decisions.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	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 from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	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 from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	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.

**GP4b Mark Scheme**

**Summer 2014**

**Q.1 (a)** Explain the impact of globalisation on British politics. **[10]**

Credit **could** be given for explaining the following:

- Britain's membership of international and supranational organisations, international relations.
- The politics of intervention.
- The effects of economic, cultural and political globalisation on British politics.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	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.

- (b) 'The prospects of success for anti-global movements are limited.' Discuss.

[30]

Credit **could** be given for analysing / evaluating the following:

- Arguments that they are might include: trends towards intergovernmental and supranational organisations, interventions and solutions, the economic and political influence of multinational and transnational organisational, the prospects for global government.
- Arguments that they are not might include: the impact of anti-globalisation pressure groups and movements, use of new media, the resistance to globalisation amongst governments themselves, the role of small states in a global world.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	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 from both sides of the argument. Depth or range of knowledge are displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis are displayed.	4-6	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 from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	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) Explain the division of 'light' and 'dark' green thinking within environmental movement. **[10]**

Credit **could** be given for the following:

- Environmentalism as a lifestyle choice vs. a political ideology
- The need for personal responsibility vs. the need for radical political change, even revolution.
- Differing views on consumerism and economic growth
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	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.

- (b) Evaluate the view that environmentalism is not radical enough. [30]

Credit **could** be given for analysing / evaluating the following:

- Arguments that it is not might include: light green thinking, the ‘greening’ of parties and some pressure groups, the lack of success of environmental quotas, legislation and summits, the role of the US, China and developing economies globally in environmentalism, the lack of support for Green candidates at elections, anthropocentrism in Western thought about ecology and environmentalism, Gaia hypothesis.
- Arguments that it is might include: dark green thinking, ecocentrism, the advance of Green issues on the political agenda, some success for Green parties and candidates, the ‘greening’ of political parties, advances on a local scale, pressure group and environmental movement activity and successes.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	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 from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	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 from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	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) Explain why the concepts of sex and gender are important in feminism. **[10]**

Credit **could** be given for explaining the following:

- Biology vs. culture and society, lifestyle choices.
- Separating these concepts allows feminism to counter the view that 'biology is destiny' and to allow that there are forms of natural sexual differences while criticising gender inequality.
- Gives rise to feminist views of political, cultural, social equality from women, difference feminism.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	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.



- (b) 'The glass ceiling has been smashed. Assess the validity of this view in the context of feminism and politics. [30]

Credit **could** be given for analysing / evaluating the following:

- Arguments that it has might include: greater representation of women in some legislatures, more female candidates and party members, female political leaders, political correctness and changing public attitudes, legislation concerning equal opportunities, efforts to encourage female representation such as Emily's List UK, all-women shortlists.
- Arguments that it has not might include: relative under-representation of women in some legislatures, lack of women at the top of politics in some countries, difficulties for women in coming forward as candidates and in getting involved in politics, the public / private divide debate, aspects of the failure of legislation to secure equality in politics.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	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 from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	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 from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	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) Explain the impact of multiculturalism on Welsh culture.

**[10]**

Credit **could** be given for explaining the following:

- Wales as a multi-faith, multi-ethnic nation, social cohesion.
- The extent to which diverse cultures have 'bought in' to welshness in Wales, lack of separate 'ghetto' communities in Wales, community relations.
- The Welsh language issue.
- Any other relevant material.

<b>AO1</b>		<b>AO2</b>	
4-6	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.	3-4	Argument is clearly structured and focused, providing a convincing explanation.
1-3	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.

- (b) Evaluate whether positive discrimination / affirmative action has achieved more than any other aspect of multiculturalism. [30]

Credit **could** be given for analysing / evaluating the following:

- Arguments that it has might include: changing public perceptions and improving social cohesion, greater social justice and better community relations, greater tolerance, a respect for identity and for minorities, pluralist and cosmopolitan multiculturalism, greater success for ethnic minorities in public life.
- Arguments that it has not might include: the denial of the importance of culture implicit in affirmative action, the homogeneity and assimilation it might lead to, continuing institutional racism and prejudice, degree of commitment by national governments to affirmative action.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with a range of relevant evidence/examples from both sides of the argument. Depth and range of knowledge are displayed though not necessarily in equal measure.	9-12	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	7-8	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 from both sides of the argument. Depth or range of knowledge is displayed.	5-8	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	4-6	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 from both sides of the argument OR reasonably accurate but a one-sided view only.	1-4	Argument is limited and basic in terms of coherence and focus.	1-3	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.



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