

GCE A2

**Government
and Politics**

January 2008

Mark Scheme

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**NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION (GCE)**

MARK SCHEMES (2008)

Foreword

Introduction

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

The Purpose of Mark Schemes

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

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Rewarding Learning

**ADVANCED
General Certificate of Education
2008**

Government and Politics

Assessment Unit A2 1

assessing

**Module 4: The Government and
Politics of the USA**

**Module 5: The Government and
Politics of the Republic of Ireland**

[A2Q11]

MONDAY 7 JANUARY, MORNING

**MARK
SCHEME**

Module 4: The Government and Politics of the USA**1 (a) Background**

There are numerous ways in which the Constitution can be informally amended. These include the use of judicial review, congressional legislation, custom and tradition and executive doctrines to extend the scope of powers already granted. Candidates should identify and explain two of these with the majority of marks available for quality of explanation.

[1] for each identification and [4] for each explanation up to a total of [10]

A totally abstract answer can achieve a maximum of Level 3.

These two ceilings also apply to parts **1(b)**, **2(a)**, **2(b)**, **3(a)** and **3(b)**.

Level 1 ([1]–[2])

The candidate demonstrates limited knowledge and understanding of two ways the Constitution can be informally amended (AO1). An argument, if present, is ill-informed, poorly constructed and largely irrelevant (AO2). The level of communication and use of appropriate political vocabulary are both basic. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of two ways the Constitution can be informally amended (AO1). An argument is constructed that makes partial reference to relevant evidence and that demonstrates a partial understanding of the point of the question (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited, but a partial conclusion is reached. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 3 ([5]–[6])

The candidate demonstrates sound knowledge and understanding of two ways the Constitution can be informally amended (AO1). An argument is constructed that makes reference to a range of relevant evidence and evaluates the issue under discussion (AO2). The candidate communicates clearly, makes use of appropriate political vocabulary and reaches a conclusion. The standard of QWC is good, as is the structure and presentation of ideas (AO3).

Level 4 ([7]–[8])

The candidate demonstrates specific knowledge and understanding of two ways the Constitution can be informally amended (AO1). An argument is constructed that makes reference to a range of relevant evidence and clearly evaluates the issue under discussion (AO2). The candidate communicates effectively, makes use of a range of appropriate political vocabulary and reaches a logical conclusion. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([9]–[10])

The candidate demonstrates comprehensive knowledge and understanding of two ways the Constitution can be informally amended (AO1). A clear and cogent argument is constructed that makes reference to a wide range of relevant evidence and critically evaluates the issue under discussion (AO2). The candidate communicates very effectively, makes comprehensive use of

appropriate political vocabulary and reaches a clear and logical conclusion. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [10]

(b) Background

The Framers of the Constitution constructed a political system designed to prevent any one branch of government gaining too much power. In this sense one of the aims of the Constitution was to prevent executive dominance. One argument would claim that there is evidence of increasing executive dominance in recent years, not least during the current Bush Presidency. Other commentators would claim that the Constitution is still an effective safeguard using such mechanisms as the Supreme Court's power of judicial review to curb an overbearing Presidency.

An answer that is completely unbalanced can achieve a maximum of Level 3. This ceiling applies also to **2(b)** and **3(b)**.

Level 1 ([1]–[4])

The candidate demonstrates limited knowledge and understanding of the debate about the extent to which the US Constitution prevents executive dominance (AO1). An argument, if present, is ill-informed, poorly constructed and largely irrelevant (AO2). The level of communication and use of appropriate political vocabulary are both basic. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 2 ([5]–[8])

The candidate demonstrates general knowledge and understanding of the debate about the extent to which the US Constitution prevents executive dominance (AO1). An argument is constructed that makes partial reference to relevant evidence and that demonstrates a partial understanding of the point of the question (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited, but a partial conclusion is reached. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 3 ([9]–[12])

The candidate demonstrates sound knowledge and understanding of the debate about the extent to which the US Constitution prevents executive dominance (AO1). An argument is constructed that makes reference to a range of relevant evidence and evaluates the issue under discussion (AO2). The candidate communicates clearly, makes use of appropriate political vocabulary and reaches a conclusion. The standard of QWC is good, as is the structure and presentation of ideas (AO3).

Level 4 ([13]–[16])

The candidate demonstrates specific knowledge and understanding of the debate about the extent to which the US Constitution prevents executive dominance (AO1). An argument is constructed that makes reference to a range of relevant evidence and clearly evaluates the issue under discussion (AO2). The candidate communicates effectively, makes use of a range of appropriate political vocabulary and reaches a logical conclusion. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([17]–[20])

The candidate demonstrates comprehensive knowledge and understanding of the debate about the extent to which the US Constitution prevents executive dominance (AO1). A clear and cogent argument is constructed that makes reference to a wide range of relevant evidence and critically evaluates the issue under discussion (AO2). The candidate communicates very effectively, makes comprehensive use of appropriate political vocabulary and reaches a clear and logical conclusion. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [20]

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2 (a) Background

Supreme Court decisions often have a wide social and political impact within the United States. The increased judicial activism noticeable since the 1960s has given rise to a trend for the Supreme Court to address controversial issues which the other branches of government often prefer to ignore. There are a number of key Supreme Court decisions which have had a major impact on American society, such as *Brown vs. Board of Education*, *Topeka*, *Roe vs. Wade*. Candidates will be rewarded for the quality of their explanation and are therefore free to choose from a wide number of cases.

Level 1 ([1]–[2])

The candidate demonstrates limited knowledge and understanding of two Supreme Court decisions which have had a major impact on American society (AO1). An argument, if present, is ill-informed, poorly constructed and largely irrelevant (AO2). The level of communication and use of appropriate political vocabulary are both basic. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of two Supreme Court cases which have had a major impact on American Society (AO1). An argument is constructed that makes partial reference to relevant evidence and that demonstrates a partial understanding of the point of the question (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited, but a partial conclusion is reached. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 3 ([5]–[6])

The candidate demonstrates sound knowledge and understanding of two Supreme Court cases which have had a major impact on American Society (AO1). An argument is constructed that makes reference to a range of relevant evidence and evaluates the issue under discussion (AO2). The candidate communicates clearly, makes use of appropriate political vocabulary and reaches a conclusion. The standard of QWC is good, as is the structure and presentation of ideas (AO3).

Level 4 ([7]–[8])

The candidate demonstrates specific knowledge and understanding of two Supreme Court cases which have had a major impact on American Society (AO1). An argument is constructed that makes reference to a range of relevant evidence and clearly evaluates the issue under discussion (AO2). The

candidate communicates effectively, makes use of a range of appropriate political vocabulary and reaches a logical conclusion. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([9]–[10])

The candidate demonstrates comprehensive knowledge and understanding of two Supreme Court cases which have had a major impact on American Society (AO1). A clear and cogent argument is constructed that makes reference to a wide range of relevant evidence and critically evaluates the issue under discussion (AO2). The candidate communicates very effectively, makes comprehensive use of appropriate political vocabulary and reaches a clear and logical conclusion. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [10]

(b) Background

In theory the Supreme Court should be a relatively weak body, dependent on other branches of government for the enforcement of its rulings. In reality, however, the Court has played a vital, and often controversial, role in US political life. The moral authority of the Court, and the activism of some of its Chief Justices, has enabled the Court to address issues that politicians often wished to ignore. Some Chief Justices, on the other hand, have urged Judicial Restraint, claiming that the Court should only play a limited role in politics. The political role of the Supreme Court has been highlighted by recent events in America causing the debate about their political role to resurface.

Level 1 ([1]–[4])

The candidate demonstrates limited knowledge and understanding of the impact of the Supreme Court in US political life (AO1). An argument, if present, is ill-informed, poorly constructed and largely irrelevant (AO2). The level of communication and use of appropriate political vocabulary are both basic. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 2 ([5]–[8])

The candidate demonstrates general knowledge and understanding of the impact of the Supreme Court in US political life (AO1). An argument is constructed that makes partial reference to relevant evidence and that demonstrates a partial understanding of the point of the question (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited, but a partial conclusion is reached. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 3 ([9]–[12])

The candidate demonstrates sound knowledge and understanding of the impact of the Supreme Court in US political life (AO1). An argument is constructed that makes reference to a range of relevant evidence and evaluates the issue under discussion (AO2). The candidate communicates clearly, makes use of appropriate political vocabulary and reaches a conclusion. The standard of QWC is good, as is the structure and presentation of ideas (AO3).

Level 4 ([13]–[16])

The candidate demonstrates specific knowledge and understanding of the impact of the Supreme Court in US political life (AO1). An argument is constructed that makes reference to a range of relevant evidence and clearly evaluates the issue under discussion (AO2). The candidate communicates effectively, makes use of a range of appropriate political vocabulary and reaches a logical conclusion. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([17]–[20])

The candidate demonstrates comprehensive knowledge and understanding of the impact of the Supreme Court in US political life (AO1). A clear and cogent argument is constructed that makes reference to a wide range of relevant evidence and critically evaluates the issue under discussion (AO2). The candidate communicates very effectively, makes comprehensive use of appropriate political vocabulary and reaches a clear and logical conclusion. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3).

[20]

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3 (a) Background

While American political parties can be seen as broadly similar in their outlook and political aims, there are still differences in both their policies and in their support base. For a variety of reasons, some current and topical and others historical, the parties have drawn support from different groups in America. Republicans tend to do better in the Christian vote and with white middle class voters whereas the Democrats still draw a considerable degree of their support from blue collar workers, ethnic groups and professionals working within the public sector. Candidates may also mention regional differences or anomalies such as the tradition, which is showing signs of breaking down, of the Southern States voting Democrat.

Level 1 ([1]–[2])

The candidate demonstrates limited knowledge and understanding of two differences between the support bases of the Republican and Democrat parties (AO1). An argument, if present, is ill-informed, poorly constructed and largely irrelevant (AO2). The level of communication and use of appropriate political vocabulary are both basic. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of two differences between the support bases of the Republican and Democrat parties (AO1). An argument is constructed that makes partial reference to relevant evidence and that demonstrates a partial understanding of the point of the question (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited, but a partial conclusion is reached. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 3 ([5]–[6])

The candidate demonstrates sound knowledge and understanding of two differences between the support bases of the Republican and Democrat parties (AO1). An argument is constructed that makes reference to a range of relevant evidence and evaluates the issue under discussion (AO2). The candidate communicates clearly, makes use of appropriate political vocabulary and reaches a conclusion. The standard of QWC is good, as is the structure and presentation of ideas (AO3).

Level 4 ([7]–[8])

The candidate demonstrates specific knowledge and understanding of two differences between the support bases of the Republican and Democrat parties (AO1). An argument is constructed that makes reference to a range of relevant evidence and clearly evaluates the issue under discussion (AO2). The candidate communicates effectively, makes use of a range of appropriate political vocabulary and reaches a logical conclusion. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([9]–[10])

The candidate demonstrates comprehensive knowledge and understanding of two differences between the support bases of the Republican and Democrat parties (AO1). A clear and cogent argument is constructed that makes reference to a wide range of relevant evidence and critically evaluates the issue under discussion (AO2). The candidate communicates very effectively, makes comprehensive use of appropriate political vocabulary and reaches a clear and logical conclusion. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [10]

(b) Background

US political parties have been seen as on the decline; evidence such as low voter turnout and high membership of pressure groups as opposed to political parties has been used to support this view. The presidencies of Clinton, and especially George W. Bush have challenged these assumptions. Increasingly the two main parties, and in particular the Republican Party, have adopted very distinctive policies. Topics such as abortion, euthanasia, the death penalty and the war in Iraq have widened the ideological gap between the two main parties, and put them at the centre of political life once again.

Level 1 ([1]–[4])

The candidate demonstrates limited knowledge and understanding of the debate about the decline of US political parties (AO1). An argument, if present, is ill-informed, poorly constructed and largely irrelevant (AO2). The level of communication and use of appropriate political vocabulary are both basic. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 2 ([5]–[8])

The candidate demonstrates general knowledge and understanding of the debate about the decline of US political parties (AO1). An argument is constructed that makes partial reference to relevant evidence and that demonstrates a partial understanding of the point of the question (AO2). The candidate's level of communication and use of appropriate political

vocabulary are both limited, but a partial conclusion is reached. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 3 ([9]–[12])

The candidate demonstrates sound knowledge and understanding of the debate about the decline of the US political parties (AO1). An argument is constructed that makes reference to a range of relevant evidence and evaluates the issue under discussion (AO2). The candidate communicates clearly, makes use of appropriate political vocabulary and reaches a conclusion. The standard of QWC is good, as is the structure and presentation of ideas (AO3).

Level 4 ([13]–[16])

The candidate demonstrates specific knowledge and understanding of the debate about the decline of the US political parties (AO1). An argument is constructed that makes reference to a range of relevant evidence and clearly evaluates the issue under discussion (AO2). The candidate communicates effectively, makes use of a range of appropriate political vocabulary and reaches a logical conclusion. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([17]–[20])

The candidate demonstrates comprehensive knowledge and understanding of the debate about the decline of US political parties (AO1). A clear and cogent argument is constructed that makes reference to a wide range of relevant evidence and critically evaluates the issue under discussion (AO2). The candidate communicates very effectively, makes comprehensive use of appropriate political vocabulary and reaches a clear and logical conclusion. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3).

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Section A

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AVAILABLE
MARKS

Module 5: The Government and Politics of the Republic of Ireland**1 (a) Background**

The formal amendment of Bunreacht na hEireann involves the passage of a Bill through both Houses of the Oireachtas, and the consent of the people through a referendum. In theory the President can also initiate a referendum, though this power has never been exercised. As with referenda in other political systems, one of the key strengths of their use in Ireland is the opportunity that they give for the population to express their views in a directly democratic fashion. Referenda also allow for major changes in the political structure or culture to be signified. It is also the case that a referendum can act as a means of scrutiny, preventing the government from abusing its powers.

[1] for each identification and [4] for each identification up to a maximum of [10].

A totally abstract answer can score a maximum of Level 3.

These two points/ceilings also apply to questions **1(b)**, **2(a)**, **2(b)**, **3(a)** and **3(b)**.

Level 1 ([1]–[2])

The candidate demonstrates limited knowledge and understanding of two strengths of the formal amendment process (AO1). An argument, if present, is ill-informed, poorly constructed and largely irrelevant (AO2). The level of communication and use of appropriate political vocabulary are both basic. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of two strengths of the formal amendment process (AO1). An argument is constructed that makes partial reference to relevant evidence and that demonstrates a partial understanding of the point of the question (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited, but a partial conclusion is reached. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 3 ([5]–[6])

The candidate demonstrates sound knowledge and understanding of two strengths of the formal amendment process (AO1). An argument is constructed that makes reference to a range of relevant evidence and evaluates the issue under discussion (AO2). The candidate communicates clearly, makes use of appropriate political vocabulary and reaches a conclusion. The standard of QWC is good, as is the structure and presentation of ideas (AO3).

Level 4 ([7]–[8])

The candidate demonstrates specific knowledge and understanding of two strengths of the formal amendment process (AO1). An argument is constructed that makes reference to a range of relevant evidence and clearly evaluates the issue under discussion (AO2). The candidate communicates effectively, makes use of a range of appropriate political vocabulary and

reaches a logical conclusion. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([9]–[10])

The candidate demonstrates comprehensive knowledge and understanding of two strengths of the formal amendment process (AO1). A clear and cogent argument is constructed that makes reference to a wide range of relevant evidence and critically evaluates the issue under discussion (AO2). The candidate communicates very effectively, makes comprehensive use of appropriate political vocabulary and reaches a clear and logical conclusion. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [10]

(b) Background

It has been argued that the formal amendment of the Irish Constitution is a very slow and ponderous process that results in the Constitution lagging behind changes in society. Judicial review, as carried out since the 1960s by an increasingly activist judiciary, has allowed for more timely reform of the constitution. A more socially aware and liberal judiciary has also been able to move the Irish Republic into line with the rest of Europe. Critics would disagree and would attack the power that judicial review puts in the hands of unelected and unaccountable judges.

Level 1 ([1]–[4])

The candidate demonstrates limited knowledge and understanding of the debate about the extent to which Bunreach na hEireann still reflects the intentions of de Valera (AO1). An argument, if present, is ill-informed, poorly constructed and largely irrelevant (AO2). The level of communication and use of appropriate political vocabulary are both basic. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 2 ([5]–[8])

The candidate demonstrates general knowledge and understanding of the debate about the extent to which Bunreach na hEireann still reflects the intentions of de Valera (AO1). An argument is constructed that makes partial reference to relevant evidence and that demonstrates a partial understanding of the point of the question (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited, but a partial conclusion is reached. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 3 ([9]–[12])

The candidate demonstrates sound knowledge and understanding of the debate about the extent to which Bunreach na hEireann still reflects the intentions of de Valera (AO1). An argument is constructed that makes reference to a range of relevant evidence and evaluates the issue under discussion (AO2). The candidate communicates clearly, makes use of appropriate political vocabulary and reaches a conclusion. The standard of QWC is good, as is the structure and presentation of ideas (AO3).

Level 4 ([13]–[16])

The candidate demonstrates specific knowledge and understanding of the debate about the extent to which Bunreach na hEireann still reflects the intentions of de Valera (AO1). An argument is constructed that makes reference to a range of relevant evidence and clearly evaluates the issue under discussion (AO2). The candidate communicates effectively, makes use of a range of appropriate political vocabulary and reaches a logical conclusion. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([17]–[20])

The candidate demonstrates comprehensive knowledge and understanding of the debate about the extent to which Bunreach na hEireann still reflects the intentions of de Valera (AO1). A clear and cogent argument is constructed that makes reference to a wide range of relevant evidence and critically evaluates the issue under discussion (AO2). The candidate communicates very effectively, makes comprehensive use of appropriate political vocabulary and reaches a clear and logical conclusion. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [20]

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2 (a) Background

Although very weak compared to most other European countries, local councils in Ireland do perform some important functions including the provision of some essential services and the extension of democracy and representation.

Level 1 ([1]–[2])

The candidate demonstrates limited knowledge and understanding of two functions of local government (AO1). An argument, if present, is ill-informed, poorly constructed and largely irrelevant (AO2). The level of communication and use of appropriate political vocabulary are both basic. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of two functions of local government (AO1). An argument is constructed that makes partial reference to relevant evidence and that demonstrates a partial understanding of the point of the question (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited, but a partial conclusion is reached. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 3 ([5]–[6])

The candidate demonstrates sound knowledge and understanding of two functions of local government (AO1). An argument is constructed that makes reference to a range of relevant evidence and evaluates the issue under discussion (AO2). The candidate communicates clearly, makes use of appropriate political vocabulary and reaches a conclusion. The standard of QWC is good, as is the structure and presentation of ideas (AO3).

Level 4 ([7]–[8])

The candidate demonstrates specific knowledge and understanding of two functions of local government (AO1). An argument is constructed that makes reference to a range of relevant evidence and clearly evaluates the issue under discussion (AO2). The candidate communicates effectively, makes use of a range of appropriate political vocabulary and reaches a logical conclusion. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([9]–[10])

The candidate demonstrates comprehensive knowledge and understanding of two functions of local government (AO1). A clear and cogent argument is constructed that makes reference to a wide range of relevant evidence and critically evaluates the issue under discussion (AO2). The candidate communicates very effectively, makes comprehensive use of appropriate political vocabulary and reaches a clear and logical conclusion. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [10]

(b) Background

Irish local government enjoys relatively few powers, and has little control of its own finance, and has been dismissed by some critics as irrelevant to modern Irish political life. Despite this the strength of parochialism ensures that local government remains vitally important. The recent decision to give constitutional recognition to local government has helped ensure that local government has an identity separate from that of central government. There has also been an increase in the political importance of local issues, most notably waste charges.

Level 1([1]–[4])

The candidate demonstrates limited knowledge and understanding of the debate about the relationship between central and local government (AO1). An argument, if present, is ill-informed, poorly constructed and largely irrelevant (AO2). The level of communication and use of appropriate political vocabulary are both basic. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 2 ([5]–[8])

The candidate demonstrates general knowledge and understanding of the debate about the relationship between central and local government (AO1). An argument is constructed that makes partial reference to relevant evidence and that demonstrates a partial understanding of the point of the question (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited, but a partial conclusion is reached. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 3 ([9]–[12])

The candidate demonstrates sound knowledge and understanding of the debate about the relationship between central and local government (AO1). An argument is constructed that makes reference to a range of relevant evidence and evaluates the issue under discussion (AO2). The candidate communicates clearly, makes use of appropriate political vocabulary and reaches a conclusion. The standard of QWC is good, as is the structure and presentation of ideas (AO3).

Level 4 ([13]–[16])

The candidate demonstrates specific knowledge and understanding of the debate about the relationship between central and local government (AO1). An argument is constructed that makes reference to a range of relevant evidence and clearly evaluates the issue under discussion (AO2). The candidate communicates effectively, makes use of a range of appropriate political vocabulary and reaches a logical conclusion. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([17]–[20])

The candidate demonstrates comprehensive knowledge and understanding of the debate about the relationship between central and local government (AO1). A clear and cogent argument is constructed that makes reference to a wide range of relevant evidence and critically evaluates the issue under discussion (AO2). The candidate communicates very effectively, makes comprehensive use of appropriate political vocabulary and reaches a clear and logical conclusion. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [20]

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3 (a) Background

Fianna Fail has often been portrayed as the ultimate populist party. This view suggests that the party lacks any core principles but is solely concerned with gaining and retaining power. This is a narrow view of the party and of its ideology, both in the past and today.

Level 1 ([1]–[2])

The candidate demonstrates limited knowledge and understanding of the core principles of Fianna Fail (AO1). An argument, if present, is ill-informed, poorly constructed and largely irrelevant (AO2). The level of communication and use of appropriate political vocabulary are both basic. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of the core principles of Fianna Fail (AO1). An argument is constructed that makes partial reference to relevant evidence and that demonstrates a partial understanding of the point of the question (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited, but a partial conclusion is reached. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 3 ([5]–[6])

The candidate demonstrates sound knowledge and understanding of the core principles of Fianna Fail (AO1). An argument is constructed that makes reference to a range of relevant evidence and evaluates the issue under discussion (AO2). The candidate communicates clearly, makes use of appropriate political vocabulary and reaches a conclusion. The standard of QWC is good, as is the structure and presentation of ideas (AO3).

Level 4 ([7]–[8])

The candidate demonstrates specific knowledge and understanding of the core principles of Fianna Fail (AO1). An argument is constructed that makes reference to a range of relevant evidence and clearly evaluates the issue under discussion (AO2). The candidate communicates effectively, makes use of a range of appropriate political vocabulary and reaches a logical conclusion. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([9]–[10])

The candidate demonstrates comprehensive knowledge and understanding of the core principles of Fianna Fail (AO1). A clear and cogent argument is constructed that makes reference to a wide range of relevant evidence and critically evaluates the issue under discussion (AO2). The candidate communicates very effectively, makes comprehensive use of appropriate political vocabulary and reaches a clear and logical conclusion. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [10]

(b) Background

From the formation of the Progressive Democrats, the party declared its intention to fundamentally reshape Irish politics by offering a radically different approach to that of other parties. Having now been in a succession of Fianna Fail led coalitions, the PDs have inevitably had to compromise to the extent that they no longer threaten political status quo. The alternative view is that the party has, through its participation in government, been able to change Irish politics.

Level 1 ([1]–[4])

The candidate demonstrates limited knowledge and understanding of the debate about the political impact of the PDs (AO1). An argument, if present, is ill-informed, poorly constructed and largely irrelevant (AO2). The level of communication and use of appropriate political vocabulary are both basic. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 2 ([5]–[8])

The candidate demonstrates general knowledge and understanding of the debate about the political impact of the PDs (AO1). An argument is constructed that makes partial reference to relevant evidence and that demonstrates a partial understanding of the point of the question (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited, but a partial conclusion is reached. The standard of QWC is fair, as is the structure and presentation of ideas (AO3).

Level 3 ([9]–[12])

The candidate demonstrates sound knowledge and understanding of the debate about the political impact of the PDs (AO1). An argument is constructed that makes reference to a range of relevant evidence and evaluates the issue under discussion (AO2). The candidate communicates clearly, makes use of appropriate political vocabulary and reaches a conclusion. The standard of QWC is good, as is the structure and presentation of ideas (AO3).

Level 4 ([13]–[16])

The candidate demonstrates specific knowledge and understanding of the debate about the political impact of the PDs (AO1). An argument is constructed that makes reference to a range of relevant evidence and clearly evaluates the issue under discussion (AO2). The candidate communicates effectively, makes use of a range of appropriate political vocabulary and reaches a logical conclusion. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([17]–[20])

The candidate demonstrates comprehensive knowledge and understanding of the debate about the political impact of the PDs (AO1). A clear and cogent argument is constructed that makes reference to a wide range of relevant evidence and critically evaluates the issue under discussion (AO2). The candidate communicates very effectively, makes comprehensive use of appropriate political vocabulary and reaches a clear and logical conclusion. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3).

[20]

Section B

Total

**AVAILABLE
MARKS**

30

30

30

