

GCE A2

**Government
and Politics**

Summer 2008

Mark Schemes

Issued: October 2008

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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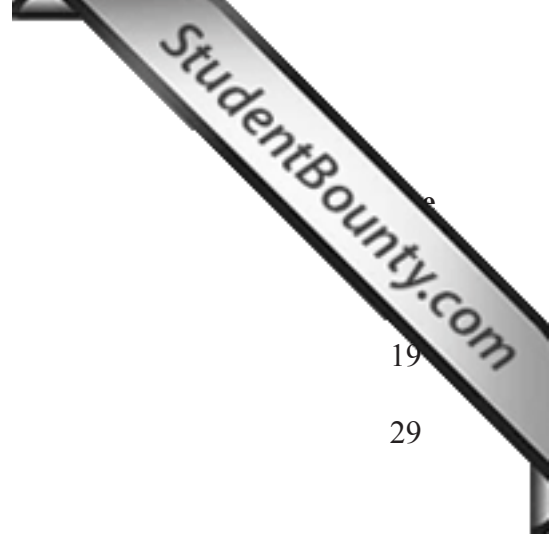
A2 1: Modules 4 and 5

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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]

TUESDAY 13 MAY, AFTERNOON

MARK SCHEME

Section A
Module 4: The Government and Politics of the USA

BLE

A totally abstract answer can achieve a maximum of Level 4.
An answer that identifies only one way in which the Constitution can be changed can score a maximum of Level 3.

1 (a) Background

The Constitution can be changed in a variety of ways and these have been categorised under the headings of formal and informal changes. Formal changes to the Constitution take the form of amendments to the actual wording of the Constitution. There have been relatively few formal amendments but they tend to have had a very profound effect upon the Constitution and upon the United States. Informal methods include judicial review, congressional legislation, executive agreements and customs and traditions. These have been much more common methods of constitutional change, but in the case of judicial review, no less significant than formal amendments. The most frequent criticism of judicial review is that it amounts to policy making by unelected and unaccountable judges. In responses each method chosen must be correctly described and the criticism explained. One mark for identification and four marks for explanation of each criticism.

Level 1 ([1]–[2])

The candidate demonstrates limited knowledge and understanding of criticisms of informal amendment of the Constitution but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of criticisms of informal amendment of the Constitution. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). Communication is clear with use of appropriate political vocabulary. 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 criticisms of informal amendment of the Constitution. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). Communication is good and there is frequent use of appropriate political vocabulary. 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 criticisms of informal amendment of the Constitution. The answer

demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. 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 criticisms of informal amendment of the Constitution. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. 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 to meet the needs of a relatively small rural country. Based upon their experiences of colonial rule, the Framers were determined to prevent tyranny and thus devised a political system based on limited government, federalism, limited democracy and a weak presidency. Many commentators have argued that the emergence of a strong presidency, powerful political parties and the erosion of federalism have resulted in a US political system that no longer reflects the intentions of the Framers. The counter-argument is that the core principles that inspired those who wrote the Constitution still shape politics in the USA in the twenty-first century. This becomes clear at key moments in the political life of the country. This view suggests that the Framers constructed a rather ambiguous Constitution that ensured their basic principles would remain despite the changing nature of the USA. Weaker answers will tend to list changes to the Constitution that have, or have not, kept it up-to-date. Stronger answers will begin by identifying what the intentions of the Framers were and then assess whether the changes that have occurred are in line with those intentions. A one-sided answer cannot go beyond Level 4. An abstract answer, with no supporting evidence, cannot go beyond a Level 3.

Level 1 ([1]–[4])

The candidate demonstrates limited knowledge and understanding of the debate about whether the Constitution still reflects the intentions of the Framers but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, may partly address the question and may have some balance (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([5]–[8])

The candidate demonstrates general knowledge and understanding of the debate about whether the Constitution still reflects the intentions of the Framers. The response demonstrates understanding of the point of the

question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes partial reference to relevant arguments, addresses the question at times and contains some balance (AO2). Communication is clear with use of appropriate political vocabulary. 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 whether the Constitution still reflects the intentions of the Framers. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to relevant arguments and is balanced (AO2). Communication is good and there is frequent use of appropriate political vocabulary. 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 whether the Constitution still reflects the intentions of the Framers. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). An answer is constructed which makes reference to a range of relevant arguments and is well balanced (AO2). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. 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 whether the Constitution still reflects the intentions of the Framers. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [20]

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2 (a) Background

The US Supreme Court is often held up as an example of a powerful judicial institution. Supreme Court justices have been described as “politicians in robes” rather than simply as judges, an indicator of the power they are considered to wield. However, the Court faces significant limitations on its power. It cannot choose which cases it wishes to review and has to wait until they are brought to the Court. The Court famously has neither the power of “the sword” nor “the purse.” This means that the Court is not able to enforce the decisions it takes and has to rely upon the executive to enforce its decisions. The Court’s lack of a power of the “purse” means that it can not commit resources to support its judgements and has to rely upon Congress to do so. Weaker answers will have a limited understanding of the limitations

on the Court and will be unable to provide examples. Stronger answers will be able to identify and fully explain limitations and support this with relevant examples. One mark for identification and four marks for each explanation of two limitations. A totally abstract answer can achieve a maximum of Level 4. Only one limitation can achieve a maximum of Level 4.

Level 1 ([1]–[2])

The candidate demonstrates limited knowledge and understanding of two limitations on the power of the Supreme Court but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of two limitations on the power of the Supreme Court. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). Communication is clear with use of appropriate political vocabulary. 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 limitations on the power of the Supreme Court. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). Communication is good and there is frequent use of appropriate political vocabulary. 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 limitations on the power of the Supreme Court. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. 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 limitations on the power of the Supreme Court. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3).

[10]

(b) Background

Defending the Constitution is certainly one of the functions of the Supreme Court. The Court defends the Constitution against the Executive and, to a lesser extent, the legislature as there is a strong tendency for power in the US to become increasingly centralised and concentrated. The Court has on many occasions acted to uphold the Constitution and so limit or restrict the President. Whether the Court has always succeeded in this role is another matter. In the 1930s the Court sought, unsuccessfully, to prevent the introduction of the New Deal and the consequent growth of Presidential power. Following the events of September 11th, the Court failed to defend the Constitution against legislation such as the Patriot Act. Candidates could legitimately argue that the Court has a number of other important roles to perform, but most of these could be said to be also about defending the Constitution.

Weaker answers will tend to offer an uncritical account of the Supreme Court's role in defending the Constitution. Stronger answers will tend to have more critical content. A one-sided answer can achieve a maximum of Level 4. An abstract answer, with no supporting examples, can achieve a maximum of Level 4.

Level 1 ([1]–[4])

The candidate demonstrates limited knowledge and understanding of how the Supreme Court defends the Constitution but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, may partly address the question and may have some balance (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([5]–[8])

The candidate demonstrates general knowledge and understanding of how the Supreme Court defends the Constitution. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes partial reference to relevant arguments, addresses the question at times and contains some balance (AO2). Communication is clear with use of appropriate political vocabulary. 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 how the Supreme Court defends the Constitution. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to relevant arguments and is balanced (AO2). Communication is good and there is frequent use of appropriate political vocabulary. 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 how the Supreme Court defends the Constitution. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). An answer is constructed which makes reference to a range of relevant arguments and is well balanced (AO2). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. 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 how the Supreme Court defends the Constitution. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3).

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3 (a) Background

While there is a great deal of overlap between the two main political parties in America, there are still significant differences with regard to policy. The Republican Party remains a low tax, low welfare party whereas the Democrats retain their commitment to a basic welfare system paid for by taxation. In addition the parties have different views on other issues such as the war on Iraq, abortion and gay marriage. By the time candidates sit this examination these policy differences may have been confirmed or disproven in the Presidential election campaign. One mark for identification and four marks for each explanation of two policy differences. If only one policy difference identified, a maximum of Level 3 can be achieved. An abstract answer can achieve a maximum of Level 4.

Level 1 ([1]–[2])

The candidate demonstrates limited knowledge and understanding of policy differences between the Republican and Democratic parties but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of policy differences between the Republican and Democratic parties. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). Communication is clear with use of appropriate political vocabulary. 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 policy differences between the Republican and Democratic parties. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). Communication is good and there is frequent use of appropriate political vocabulary. 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 policy differences between the Republican and Democratic parties. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. 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 policy differences between the Republican and Democratic parties. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [10]

(b) Background

There has been a long standing debate about the significance of parties in American political life. One view is that parties are relatively insignificant, certainly in comparison to parties in the UK and other political systems. The reason for the insignificance of party is that candidates in the United States, while carrying the party ticket, are not as dependent upon that ticket for election as they would be in the UK. The nature of the American political system and the ways in which candidates' campaigns are funded are key factors here. The alternative view is that parties are important in the US because no candidate for high office can succeed without a party's endorsement. Parties are central to the electoral process at all levels. There have also been attempts to establish agreed party platforms and to tie candidates to them. Weaker answers will tend to have only a basic understanding of the significance of political parties in the US. Stronger answers will display an understanding of the debate about the significance of parties and be able to support a discussion with relevant evidence. A one-sided answer can achieve a maximum of Level 4. An abstract answer, with no supporting examples, can achieve maximum of Level 4.

Level 1 ([1]–[4])

The candidate demonstrates limited knowledge and understanding of the significance of political parties in the USA but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented

(AO1). An answer is constructed which makes limited reference to relevant arguments, may partly address the question and may have some balance (AO2). The candidate’s level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([5]–[8])

The candidate demonstrates general knowledge and understanding of the significance of political parties in the USA. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes partial reference to relevant arguments, addresses the question at times and contains some balance (AO2). Communication is clear with use of appropriate political vocabulary. 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 significance of political parties in the USA. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to relevant arguments and is balanced (AO2). Communication is good and there is frequent use of appropriate political vocabulary. 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 significance of political parties in the USA. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). An answer is constructed which makes reference to a range of relevant arguments and is well balanced (AO2). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. 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 significance of political parties in the USA. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. 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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Section B

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. Critics have identified a number of points of concern with this process. The decision as to what amendments should be placed before the Oireachtas and the people lies almost entirely with the government. Referendums are very expensive, cumbersome and often suffer from very low voter turnout. This gives rise to suggestions that changes are made by a small, but active, minority. It can also be difficult to devise a specific question to deal with a very complex issue, such as abortion. It has also been argued that governments can abuse the amendment process by resubmitting proposals until they get the result they desire.

Weaker answers will tend to struggle to make two criticisms of the formal amendment process and lack supporting evidence. Stronger answers will clearly identify two criticisms and will present relevant evidence. One mark for each identification and four marks for each explanation of two criticisms. A totally abstract answer – maximum Level 4. An answer that identifies only one criticism – maximum Level 3.

Level 1 ([1]–[2])

The candidate demonstrates limited knowledge and understanding of criticisms of the formal amendment process but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of criticisms of the formal amendment process. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). Communication is clear with use of appropriate political vocabulary. 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 criticisms of the formal amendment process. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). Communication is good and there is frequent use of appropriate political vocabulary. 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 criticisms of the formal amendment process. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. 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 criticisms of the formal amendment process. The answer demonstrates full understanding of the point of the question makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [10]

(b) Background

Bunreacht na hEireann provides the basic framework for politics in the Irish Republic and was largely the creation of Eamonn de Valera who not only wrote most of the document but also piloted it through the Dail and presented it to the Irish people. While de Valera included mechanisms for constitutional change, such change was very rare in the three decades immediately after the enactment of Bunreacht na hEireann. Increasing judicial activism and in particular, the “discovery of undisclosed rights” beginning in the 1960s, began a process of significant and sustained constitutional development. For some, this means that Bunreacht na hEireann is no longer de Valera’s constitution, while others argue that, for good or ill, the values that underpinned Bunreacht na hEireann in 1937 are still very evident in the document. Candidates should address the Catholic, Republican, socially conservative and rural elements of the original document. Weaker answers will tend to list the ways in which Irish society has changed since the 1930s. Stronger answers will identify de Valera’s intentions in 1937 and assess the extent to which the Constitution still reflects those intentions. A one-sided answer cannot go beyond Level 4. An abstract answer, with no supporting examples, a maximum of Level 4 can be achieved.

Level 1 ([1]–[4])

The candidate demonstrates limited knowledge and understanding of how the constitution has changed since 1937 but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, may partly address the question and may have some balance (AO2). The candidate’s level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([5]–[8])

The candidate demonstrates general knowledge and understanding of how the constitution has changed since 1937. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes partial reference to relevant arguments, addresses the question at times and contains some balance (AO2). Communication is clear with use of appropriate political vocabulary. 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 how the constitution has changed since 1937. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to relevant arguments and is balanced (AO2). Communication is good and there is frequent use of appropriate political vocabulary. 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 how the constitution has changed since 1937. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). An answer is constructed which makes reference to a range of relevant arguments and is well balanced (AO2). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. 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 how the constitution has changed since 1937. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. 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 provide some important powers including the provision of some essential services and the extension of democracy and representation. One mark for identification and four for explanation of each of two powers. Only one power identified – maximum Level 3. A totally abstract answer – maximum Level 4.

Level 1 ([1]–[2])

The candidate demonstrates limited knowledge and understanding of the powers of local government but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of the powers of local government. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). Communication is clear with use of appropriate political vocabulary. 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 powers of local government. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed. (AO1) Communication is good and there is frequent use of appropriate political vocabulary. 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 powers of local government. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. 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 powers of local government. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. 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. A one-sided answer – maximum Level 4.

An abstract answer – maximum Level 4.

Level 1 ([1]–[4])

The candidate demonstrates limited knowledge and understanding of Irish local government but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, may partly address the question and may have some balance (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([5]–[8])

The candidate demonstrates general knowledge and understanding of Irish local government. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes partial reference to relevant arguments, addresses the question at times and contains some balance (AO2). Communication is clear with use of appropriate political vocabulary. 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 Irish local government. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to relevant arguments and is balanced (AO2). Communication is good and there is frequent use of appropriate political vocabulary. 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 Irish local government. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). An answer is constructed which makes reference to a range of relevant arguments and is well balanced (AO2). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. 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 Irish local government. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [20]

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3 (a) Background

The Irish Labour Party performed relatively poorly in the general election of 2002. Critics have argued that this was a consequence of the Labour Party failing to establish a clear identity for itself, instead relying on the mathematics of the Dail to get it returned to power. The “Spring Tide” of 1992 represented a high point for the party, however their decision to enter government with Fianna Fail proved very damaging and lost them much of their newly won support. Some critics have argued that the problems of the Labour Party have worsened recently, as the decline in social conservatism in Ireland has seen Labour’s electoral base increasingly threatened by more radical parties such as the Green Party and Sinn Fein. The merger with Democratic Left has done little to challenge this impression. Weaker answers will tend to be vague on how support for Labour has changed. Stronger answers will have a clear understanding of both how and why the party’s support has changed. A totally abstract answer – maximum Level 4.

Level 1 ([1]–[2])

The candidate demonstrates limited knowledge and understanding of how Labour support has changed since 1992 but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). The candidate’s level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of how Labour support has changed since 1992. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). Communication is clear with use of appropriate political vocabulary. 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 how Labour support has changed since 1992. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). Communication is good and there is frequent use of appropriate political vocabulary. 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 how Labour support has changed since 1992. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. 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 how Labour support has changed since 1992. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [10]

(b) Background

In the general election of 1977 Fianna Fail won the largest Dail majority in the history of the country and appeared to be on course for another lengthy period of electoral dominance. In the thirty years since this great triumph Fianna Fail has never regained these heights, indeed the party has not managed to form a single party majority government and in 1989 the party took the momentous decision to break with a long standing tradition and enter a coalition government. Critics of the party argue that it is in long-term decline, no longer seen as the natural party of government and increasingly beset by scandals. Supporters, however, point out that Fianna Fail has been in power for most of that thirty-year period, that no other party looks even remotely likely to be able to challenge their position as the single largest party in the country and that the prospect of a return to single-party government is not beyond their grasp. Weaker answers will tend to have a limited understanding of the point of the question. Stronger answers will understand what the question is about and will be able to present arguments and evidence for both sides of the debate. Answer that is one-sided – maximum Level 4. An answer that is totally abstract – maximum Level 4.

Level 1 ([1]–[4])

The candidate demonstrates limited knowledge and understanding of the history of Fianna Fail since 1977 but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, may partly address the question and may have some balance (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([5]–[8])

The candidate demonstrates general knowledge and understanding of the history of Fianna Fail since 1977. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes partial reference to relevant arguments, addresses the question at times and contains some balance (AO2). Communication is clear with use of appropriate political vocabulary. 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 history of Fianna Fail since 1977. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to relevant arguments and is balanced (AO2). Communication is good and there is frequent use of appropriate political vocabulary. 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 history of Fianna Fail since 1977. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). An answer is constructed which makes reference to a range of relevant arguments and is well balanced (AO2). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. 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 history of Fianna Fail since 1977. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3).

[20]

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Section B

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Total

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ADVANCED
General Certificate of Education
2008

Government and Politics

Assessment Unit A2 2

assessing

Module 6: The Government and Politics of
the United Kingdom and the USA (Comparative)

Module 7: The Government and Politics of the
United Kingdom and the Republic of Ireland (Comparative)

[A2Q21]

FRIDAY 23 MAY, MORNING

MARK SCHEME

Section A

Module 6: The Government and Politics of the United Kingdom and the USA (Comparative)

- 1 [1] for identification plus [1]–[2] for explanation of any **two** from:
- Standing Committee
 - Select Committee (AO1)
- [6] 6

2 **Background**

Source B gives a current example of an attempt by the Supreme Court to scrutinise executive actions with regard to Guantanamo Bay. This example raises issues regarding the ability of both the Supreme Court and the legislature to successfully scrutinise the executive. Candidates are expected to explicitly and clearly demonstrate an understanding of the term scrutiny. They should be able to demonstrate knowledge of the mechanisms whereby the executive can be held accountable. Weaker answers will tend to repeat the information contained in the source but without explaining the concept of scrutiny. Stronger answers will use the source to explain the idea and may use other examples of scrutiny as well. No reference to source maximum of [5].

[7] 7

3 **Background**

The sources refer to the legislative powers of MPs and Representatives. Source A makes reference to the importance of committees to the legislative work in the United Kingdom, whereas Source C gives a more detailed account of the legislative power enjoyed by members of the House of Representatives. Both sources offer a positive perspective on the legislative powers of MPs and Representatives and candidates should present the positive side of the argument. However, it is expected that candidates will also put forward a critical view of legislative powers. In the case of MPs this would consist of noting that the vast majority of legislation originates from the executive and the capacity of MPs to influence it is very limited. In the case of Representatives a critical view is that the vast majority of Bills introduced to Congress fail and this limits the legislative capacity of Representatives.

Weaker answers will tend to depend largely upon the sources and will, consequently, tend to be positive in their analysis. Stronger answers will have a more critical view and will be able to make contrasts between the UK and USA. An answer that contains no evidence beyond source can achieve a maximum Level 4.

An answer that has no balance can achieve a maximum Level 3.

An answer which has no reference to either source can achieve a maximum Level 3.

An answer which refers to only one source can achieve a maximum Level 4.

Level 1 ([1]–[2])

The candidate demonstrates limited knowledge and understanding of the legislative powers of MPs and Representatives but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An

answer is constructed which makes limited reference to relevant arguments, may partly address the question and may have some balance (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([3]–[5])

The candidate demonstrates general knowledge and understanding of the legislative powers of MPs and Representatives. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes partial reference to relevant arguments, addresses the question at times and contains some balance (AO2). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 3 ([6]–[7])

The candidate demonstrates sound knowledge and understanding of the legislative powers of MPs and Representatives. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to relevant arguments and is balanced (AO2). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

Level 4 ([8]–[10])

The candidate demonstrates specific knowledge and understanding of the legislative powers of MPs and Representatives. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). An answer is constructed which makes reference to a range of relevant arguments and is well balanced (AO2). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([11]–[12])

The candidate demonstrates comprehensive knowledge and understanding of the legislative powers of MPs and Representatives. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [12]

12

4 Background

Accepted wisdom holds that the US President is much more limited domestically than the UK Prime Minister due to a combination of factors. The most significant of these are the in-built majority enjoyed by most, but not all, UK Prime Ministers and the extensive system of checks and balances imposed on US Presidents. In foreign affairs, the President, as leader of a world superpower, is considered by

many to be more powerful than the Prime Minister. The reality is more complicated than this and both sources point to this greater complexity. A President whose party has a majority in both Houses of Congress will be able to secure their domestic objectives with relative ease. As Tony Blair demonstrated, Prime Minister's can have significant powers in foreign affairs. One legacy of the GW Bush presidency may be that there are renewed restrictions on the power of the executive in foreign matters. While Source B does not refer to Blair, the lessons of his period as PM and his departure from the office would provide useful evidence.

Weaker candidates will tend to offer a limited and uncritical account of the powers of the PM and President, with little evidence. Stronger answers will have some of the complexity referred to above and will make extensive reference to real evidence.

An answer that contains no evidence beyond the source can achieve a maximum Level 4.

An answer which has no balance and is totally one-sided can achieve a maximum Level 3.

An answer which has no reference to either source can achieve a maximum Level 3.

An answer which refers to only one source can achieve a maximum Level 4.

Level 1 ([1]–[3])

The candidate demonstrates limited knowledge and understanding of the powers of the Prime Minister and President but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, may partly address the question and may have some balance (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([4]–[6])

The candidate demonstrates general knowledge and understanding of the powers of the Prime Minister and President. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes partial reference to relevant arguments, addresses the question at times and contains some balance (AO2). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 3 ([7]–[9])

The candidate demonstrates sound knowledge and understanding of the powers of the Prime Minister and President. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to relevant arguments and is balanced (AO2). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

Level 4 ([10]–[12])

The candidate demonstrates specific knowledge and understanding of the powers of the Prime Minister and President. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). An answer is constructed which makes reference to a range of relevant arguments and is well balanced (AO2). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([13]–[15])

The candidate demonstrates comprehensive knowledge and understanding of powers of the Prime Minister and President. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3).

[15]

15

Section A

40

Section B

BLE

Module 7: The Government and Politics of the United Kingdom and the Republic of Ireland (Comparative)

- 1 [2] for identification plus [1]–[2] for explanation of any **two** from: Life Peer, Lords Temporal, Hereditary Peer, Lords Spiritual, Law Lords (AO1). [6]

6

2 **Background**

Source C refers to the reputation of the Blair Government for manipulation of the media and the careful presentation of information. This has been given the term “spin”, implying being able to put a certain interpretation on events. The intention is to make events that may cast a negative light upon the government appear less negative. Alternatively, spin is making the most out of positive events and allowing government to claim a hand in what happened. Spinning has to do with appearance rather than political reality and is considered to be a particular feature of the early Blair governments.

Weaker answers will have limited understanding of the concept and rely heavily upon the source. Stronger answers will have a fuller understanding of the concept and be able to refer to evidence.

No reference to source maximum of [5].

[7]

7

3 **Background**

One function of the Upper House in both the British and Irish system of government is to scrutinise the executive and to act as a check upon it. Both Houses have attracted considerable criticism for their failure to do so. This is especially so of the Seanad which, in spite of recent reforms, remains a government dominated and largely ineffective chamber. There is very little evidence of the Seanad performing any real scrutiny function and there are many who advocate that it should be abolished entirely. The Lords’ record is more impressive and, although its powers are limited, it has been a thorn in the side of both Labour and Conservative governments.

Weaker answers will tend to rely upon the sources and to offer only a limited account of the differences between the Lords and Seanad. Stronger answers will be able to make clear contrasts between the two and will put forward relevant evidence.

An answer that contains no evidence beyond the source can achieve a maximum Level 4.

An answer that has no balance and is totally one-sided can achieve a maximum Level 3.

An answer which makes no reference to either source can achieve a maximum Level 3.

An answer which refers to only one source can achieve a maximum Level 4.

Level 1 ([1]–[2])

The candidate demonstrates limited knowledge and understanding of the scrutiny powers of the Lords and Seanad but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, may partly

address the question and may have some balance (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([3]–[5])

The candidate demonstrates general knowledge and understanding of the scrutiny powers of the Lords and Seanad. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes partial reference to relevant arguments, addresses the question at times and contains some balance (AO2). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 3 ([6]–[7])

The candidate demonstrates sound knowledge and understanding of the scrutiny powers of the Lords and Seanad. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to relevant arguments and is balanced (AO2). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

Level 4 ([8]–[10])

The candidate demonstrates specific knowledge and understanding of the scrutiny powers of the Lords and Seanad. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). An answer is constructed which makes reference to a range of relevant arguments and is well balanced (AO2). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([11]–[12])

The candidate demonstrates comprehensive knowledge and understanding of the scrutiny powers of the Lords and Seanad. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [12]

12

4 Background

In both the UK and Republic of Ireland, observers have consistently pointed out the trend towards even greater centralisation of power in the hands of the leader of the government. In this view, both the PM and the Taoiseach now dominate their government colleagues and respective legislatures in a truly “Presidential” manner. The lengthy periods in power enjoyed by both Blair and Ahern tend to support such a conclusion. Opponents of this view suggest that this dominance is exaggerated. They argue that, in the case of the PM, a longer perspective

illustrates that dominance of the legislature is not a constant. They would also point out that even Blair's control over the legislature was much reduced after 2002 and especially after the Iraq war. In the case of the Taoiseach, most recent leaders have operated without a Dail majority. This has meant that significant concessions have had to be made to not only coalition partners but to the Dail itself. Both Blair and Ahern left office before they were ready to do so. Weaker answers will tend to be limited in scope and in evidence, relying largely upon Blair and Ahern. Stronger answers will have a longer perspective and will have a more sophisticated understanding of the contrasts between PM and Taoiseach.

An answer which contains no evidence beyond source can achieve a maximum Level 4.

An answer which lacks balance and is totally one-sided can achieve a maximum Level 3.

An answer which makes no reference to either source can achieve a maximum Level 3.

An answer which refers to only one source can achieve a maximum Level 4.

Level 1 ([1]–[3])

The candidate demonstrates limited knowledge and understanding of the control of the Prime Minister and Taoiseach over their respective legislatures but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, may partly address the question and may have some balance (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([4]–[6])

The candidate demonstrates general knowledge and understanding of the control of the Prime Minister and Taoiseach over their respective legislatures. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes partial reference to relevant arguments, addresses the question at times and contains some balance (AO2). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 3 ([7]–[9])

The candidate demonstrates sound knowledge and understanding of the control of the Prime Minister and Taoiseach over their respective legislatures. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to relevant arguments and is balanced (AO2). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

Level 4 ([10]–[12])

The candidate demonstrates specific knowledge and understanding of the control of the Prime Minister and Taoiseach over their respective legislatures. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). An answer is constructed which makes reference to a range of relevant arguments and is well balanced (AO2). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([13]–[15])

The candidate demonstrates comprehensive knowledge and understanding of the control of the Prime Minister and Taoiseach over their respective legislatures. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced. (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3).

[15]	15
Section B	40
Total	80



ADVANCED
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2008

Government and Politics

Assessment Unit A2 3

assessing

Module 8: Political Power

Module 9: The Contemporary Relevance
of Political Ideologies

[A2Q31]

FRIDAY 23 MAY, MORNING

**MARK
SCHEME**

Module 8: Political Power**1 Background**

Based on the belief that excessive power undermines representative democracy, many attempts have been made to restrict the power of central government. One of the most widely employed mechanisms for restricting central authority has been that of federalism. By ensuring that sub-central authority exists and that federal powers can not be revoked, federalism is seen by many as the surest way of preserving the democratic dispersal of power. Advocates of federalism would argue that the USA provides evidence of the effectiveness of federalism. Confederalism is closely related to federalism and it is acceptable if candidates treat them as the same.

An alternative view is that federalism often fails to successfully limit the power of central government. Governments find ways of circumventing federal restrictions. Again, the USA can be used as an example of how the central executive has steadily increased in power while the autonomy of states has been eroded.

Alternatively, candidates could argue that other mechanisms are more effective in controlling the tendency of the central state to expand its power. In this context candidates could refer to separation of powers, to devolution, to consociationalism. Weaker answers will tend to present a descriptive account of some federal systems but with little evaluation. It is this evaluative content and a broader discussion that will tend to distinguish stronger answers.

These apply to both questions 1 and 2

For an answer that contains no examples at all a maximum of Level 3 can be achieved.

For an answer that has only one or two examples a maximum of Level 4 can be achieved.

For an answer that has no evaluation at all, the candidate can achieve a maximum of Level 4.

Level 1([1]–[6])

The candidate demonstrates limited knowledge and understanding of federalism and other mechanisms for limiting the power of the central state but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, may partly address the question and may have some balance (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([7]–[12])

The candidate demonstrates general knowledge and understanding of federalism and other mechanisms for limiting the power of the central state. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains

relevant evidence (AO1). An answer is constructed which makes partial reference to relevant arguments, addresses the question at times and contains some balance (AO2). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 3 ([13]–[18])

The candidate demonstrates sound knowledge and understanding of federalism and other mechanisms for limiting the power of the central state. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to relevant arguments and is balanced (AO2). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

Level 4 ([19]–[24])

The candidate demonstrates specific knowledge and understanding of federalism and other mechanisms for limiting the power of the central state. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question. (AO1). An answer is constructed which makes reference to a range of relevant arguments and is well balanced (AO2). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([25]–[30])

The candidate demonstrates comprehensive knowledge and understanding of federalism and other mechanisms for limiting the power of the central state. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3).

[30]

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2 Background

The question of why some states are politically stable while others have experienced continual instability and conflict is one of the most perennial questions asked by students of politics. Certainly it is a question that all the major political philosophers have addressed, including the three theorists found in the following module. Stability and instability are closely connected with legitimacy. If a state is regarded by those it governs as being legitimate and having a right to rule then there is likely to be a high degree of political stability and an absence of conflict. The reverse is, of course, also true. The question then becomes one of what gives rise to state legitimacy and here the reasons are many. Each stable system can be said to have its own unique mix of factors that contribute to state legitimacy. There are common factors. Democratic states are inclined to be more legitimate. Societies that are homogeneous are more likely to be stable than those with major social cleavages. Affluent societies are more stable and the state has greater legitimacy than poorer societies. This comment has to be qualified by

reference to how wealth and income are shared in any society. A common culture can help to create the conditions for a legitimate state.

Weaker answers will tend to give examples of stable and unstable political systems but with limited analysis of the causes. Stronger answers will focus on causes and on the question of legitimacy.

See ceilings on page 30.

Level 1 ([1]–[6])

The candidate demonstrates limited knowledge and understanding of the factors causing stability and instability but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, may partly address the question and may have some balance (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([7]–[12])

The candidate demonstrates general knowledge and understanding of the factors causing stability and instability. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes partial reference to relevant arguments, addresses the question at times and contains some balance (AO2). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 3 ([13]–[18])

The candidate demonstrates sound knowledge and understanding of the factors causing stability and instability. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to relevant arguments and is balanced (AO2). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

Level 4 ([19]–[24])

The candidate demonstrates specific knowledge and understanding of the factors causing stability and instability. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). An answer is constructed which makes reference to a range of relevant arguments and is well balanced (AO2). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([25]–[30])

The candidate demonstrates comprehensive knowledge and understanding of the factors causing stability and instability. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced. (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3).

[30]

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Section A

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Module 9: The Contemporary Relevance of Political Ideologies**1 Background**

Although a supporter of many liberal causes, Edmund Burke argued strongly in favour of the idea of setting limits on the exercise of individual liberty. For Burke society was a delicate creation that had evolved over many centuries. Individuals were inherently flawed and had only a very limited capacity for rational thought and action. This unavoidable reality was the basis of Burke's view that individual liberty was an impossible dream.

Given that individuals did not have the ability to behave as the French Revolutionaries believed, the sort of liberty that the Revolutionaries sought to establish was not desirable. Burke believed that actions should be guided by the traditions and customs of society that had proved their worth by surviving through the ages. Individuals should also look to their 'betters' for guidance and the elite had an obligation to discipline the masses. Any attempt to construct a political system based on individual reason and liberty could only result in the chaos in France that so appalled Burke at this time.

Weaker answers will tend to present a general account without a specific focus on Burke's view on individual liberty. Stronger answers will have this focus and will involve a balanced account of Burke's views.

These apply to both questions 1 and 2

For an answer that contains no examples at all a maximum of Level 3 can be achieved.

For an answer that has 1/2 examples maximum of Level 4 can be achieved.

For an answer that has no evaluation at all the candidate can achieve a maximum of Level 4.

Level 1 ([1]–[6])

The candidate demonstrates limited knowledge and understanding of Burke's view of individual liberty but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, may partly address the question and may have some balance (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([7]–[12])

The candidate demonstrates general knowledge and understanding of Burke's view of individual liberty. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes partial reference to relevant arguments, addresses the question at times and contains some balance (AO2). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 3 ([13]–[18])

The candidate demonstrates sound knowledge and understanding of Burke's view of individual liberty. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed (AO1). An answer is constructed which makes reference to relevant arguments and is balanced (AO2). Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

Level 4 ([19]–[24])

The candidate demonstrates specific knowledge and understanding of Burke's view of individual liberty. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). An answer is constructed which makes reference to a range of relevant arguments and is well balanced (AO2). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([25]–[30])

The candidate demonstrates comprehensive knowledge and understanding of Burke's view of individual liberty. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [30]

2 Background

For Mill individual liberty was essential for the development of the individual, and of society as a whole. Indeed Mill argued that "It is only the cultivation of individuality which produces, or can produce, well-developed human beings". Mill believed that individuals were rational beings who, if given the opportunity, would make rational choices in life. It was this belief in the innate capacity of individuals for rational thought and action that was the basis of Mill's belief that individual liberty was possible.

Individuals who did not make choices, or who were prevented from doing so by laws and/or social customs never fully realised their potential and the societies they inhabited became stale and inward looking. For Mill progress was only possible in societies that protected and encouraged individual liberty. Therefore, Mill believed that individual liberty was not only desirable but essential for individual and social progress.

Mill did not believe in completely unfettered liberty, devising his "Harm Principle" in order to correctly identify when such liberty could legitimately be curtailed.

Weaker answers will tend to consist of a general account of Mill's ideas with limited specific focus on the issue of individual liberty. Stronger answers will focus on individual liberty and will offer a detailed account of Mill's ideas.

See ceilings identified on Page 34.

Level 1 ([1]–[6])

The candidate demonstrates limited knowledge and understanding of Mill’s view of individual liberty but there are some gaps in this knowledge and understanding. The response demonstrates limited knowledge and understanding of the point of the question and contains relevant material along with more general material. Limited relevant evidence is presented (AO1). An answer is constructed which makes limited reference to relevant arguments, may partly address the question and may have some balance (AO2). The candidate’s level of communication and use of appropriate political vocabulary are both limited. The standard of QWC is limited as is the structure and presentation of ideas (AO3).

Level 2 ([7]–[12])

The candidate demonstrates general knowledge and understanding of Mill’s view of individual liberty. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes partial reference to relevant arguments, addresses the question at times and contains some balance (AO2). Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 3 ([13]–[18])

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Level 4 ([19]–[24])

The candidate demonstrates specific knowledge and understanding of Mill’s view of individual liberty. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). An answer is constructed which makes reference to a range of relevant arguments and is well balanced (AO2). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([25]–[30])

The candidate demonstrates comprehensive knowledge and understanding of Mill’s view of individual liberty. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3).

[30]

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Section B

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Total

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