

**Published Mark Schemes for  
GCE AS Government and Politics**

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NORTHERN IRELAND GENERAL CERTIFICATE OF SECONDARY EDUCATION (GCSE)  
AND NORTHERN IRELAND GENERAL CERTIFICATE OF EDUCATION  
MARK SCHEMES (2009)

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.

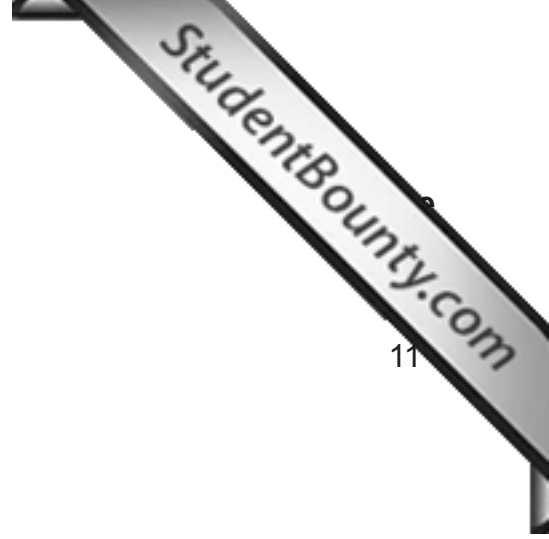


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New  
Specification



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
January 2009**

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## **Government and Politics**

### **Assessment Unit AS 1**

*assessing*

Module 1: The Government and  
Politics of Northern Ireland

**[AQ111]**

**WEDNESDAY 7 JANUARY, MORNING**

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# **MARK SCHEME**

## General Marking Instructions

These mark schemes are intended to ensure that the AS/A2 examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidate responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions which apply to all papers.

### Quality of candidates' responses

In marking the examination papers, examiners will be looking for a quality of response reflecting the level of maturity which may reasonably be expected of 17- and 18-year-olds, which is the age at which the majority of candidates sit their AS/A2 examinations.

### Flexibility in marking

The mark schemes are not intended to be totally prescriptive. For many questions, there may be a number of equally legitimate responses and different methods by which the candidates may achieve good marks. No mark scheme can cover all the answers which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner for the paper concerned.

### Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for valid responses rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected for 17- and 18-year-old GCE candidates. Conversely, marks should only be awarded for valid responses and not given for an attempt which is completely incorrect and inappropriate.

### Types of mark schemes

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. These questions are indicated on the cover of the examination paper.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.



## Levels of response

Questions requiring extended written answers are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best' response, bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

**Threshold performance:** Response which just merits inclusion in this level and should be awarded a mark at or near the bottom of the range.

**Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.

**High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

## Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication which is incorporated within the marks awarded for AO3. Where the quality of candidates' subject knowledge and understanding is not matched by the quality of written communication, marks awarded will not exceed the maximum for Level 4.

## 1 Background

[1] will be awarded for identification and up to [3] for explanation of the reason given in the Source. [1] will be awarded for identification and up to [3] for explanation of another relevant reason.

**(AO1: 8 marks)**

If the candidate only refers to reasons not in the Source, they can achieve a maximum of [4]. If a candidate does not refer to the Source, they can achieve a maximum of [4].

The reason identified in the Source is that the DUP's objective in any closer co-operation would be the destruction of the UUP as a political force. Another reason why the UUP may oppose greater co-operation is that many of their own supporters would be opposed to this. The Source also hints at another reason and that is that the DUP is facing increasing difficulties that make co-operation less attractive. Yet another reason is that the UUP's interests may be best served by the adoption of the role of opposition to the DUP/Sinn Fein dominated Executive.

[8]

8

## 2 Background

The UUP has lost considerable electoral support since the signing of the Good Friday Agreement in 1998, finally being replaced as the largest party in Northern Ireland by the DUP. The UUP had become increasingly divided between those who favoured the Good Friday Agreement, and those who argued that the party has made too many concessions to Nationalists, and in particular to Sinn Fein. Of particular concern to the anti-Agreement section of the party were the issues of decommissioning, the continuing activity of the IRA, policing, and the presence of Sinn Fein ministers in the Executive. These concerns led to several prominent members of the party defecting to the DUP. The highly democratic structures of the UUP facilitated challenges to the leadership, accentuating the image of being a divided party.

Weaker answers will rely heavily on the source and might identify some of the reasons for the decline in support for the UUP. Stronger answers will refer appropriately to the source but will also refer to evidence to fully explain the changing support for the UUP.

If a candidate does not refer to the Source, they can score a maximum of **Level 4**. If the candidate only provides evidence from the Source, they can score a maximum of **Level 4**.

**Level 1 ([1]–[4])****AO1: 2 marks; AO2: 1 mark; AO3: 1 mark**

The candidate demonstrates displays little knowledge and understanding of the decline in UUP support and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill-informed and poorly constructed and the level of communication and use of political vocabulary are both rudimentary (AO3).

**Level 2 ([5]–[7])****AO1: 3 marks; AO2: 2 marks; AO3: 2 marks**

The candidate demonstrates basic knowledge and understanding of the decline in UUP support but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed, although the level of communication and use of political vocabulary are both basic. There is restricted use of appropriate political vocabulary (AO3).

**Level 3 ([8]–[10])****AO1: 4 marks; AO2: 3 marks; AO3: 3 marks**

The candidate demonstrates mostly accurate knowledge and understanding of the decline in UUP support but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed, although the level of communication, the structure and presentation of ideas and use of appropriate political vocabulary are limited (AO3).

**Level 4 ([11]–[13])****AO1: 5 marks; AO2: 4 marks; AO3: 4 marks**

The candidate demonstrates full and accurate knowledge and understanding of the decline in UUP support and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling,

punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

**Level 5 ([14]–[16])**

**AO1: 6 marks; AO2: 5 marks; AO3: 5 marks**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the decline in UUP support and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. A structured argument is constructed which displays effective communication and presentation of ideas. There is consistent use of political vocabulary and a clear and logical conclusion is reached (AO3).

[16]

16

**Either**

**3 (a) Background**

Any judgement of the effectiveness of the Assembly since 2007 could be made against two possible standards. First, the Assembly could be compared to the previous 1998 version and a judgement made of whether the 2007 model has performed better. Second, the Assembly could be judged against what it is supposed to do. If the latter approach is taken the Assembly would be judged in terms of how it has performed its representative, legislative and scrutiny functions. Most commentators agree that the Assembly does function effectively as a representative body, with MLAs taking their responsibilities in this area very seriously. Making a judgement on the other functions of the Assembly is difficult as it is still early days and the Assembly and its Members are only beginning to find their feet. Candidates will be expected to present both the positive and negative views of the Assembly's record.

Weaker answers will be unclear on the functions of the Assembly and will lack evidence. Stronger answers will display understanding of the role of the Assembly and present a range of evidence.

Candidates who do not provide any evidence can score a maximum of **Level 4**.

**Level 1 ([1]–[6])****AO1: 2 marks; AO2: 3 marks; AO3: 1 mark**

The candidate demonstrates displays little knowledge and understanding of the record of the Assembly and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill-informed and poorly constructed and the level of communication and use of political vocabulary are both rudimentary (AO3).

**Level 2 ([7]–[11])****AO1: 4 marks; AO2: 5 marks; AO3: 2 marks**

The candidate demonstrates basic knowledge and understanding of the record of the Assembly but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed, although the level of communication and use of political vocabulary are both basic. There is restricted use of appropriate political vocabulary (AO3).

**Level 3 ([12]–[16])****AO1: 6 marks; AO2: 7 marks; AO3: 3 marks**

The candidate demonstrates mostly accurate knowledge and understanding of the record of the Assembly but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed, although the level of communication, the structure and presentation of ideas and use of appropriate political vocabulary are limited (AO3).

**Level 4 ([17]–[21])****AO1: 7 marks; AO2: 9 marks; AO3: 5 marks**

The candidate demonstrates full and accurate knowledge and understanding of the record of the Assembly and deploys this to answer the question. The answer contains relevant

evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

**Level 5 ([22]–[26])**

**AO1: 8 marks; AO2: 11 marks; AO3: 7 marks**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the record of the Assembly and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. A structured argument is constructed which displays effective communication and presentation of ideas. There is consistent use of political vocabulary and a clear and logical conclusion is reached (AO3).

[26]

Or

**(b) Background**

Since 1994 the positions of the SDLP and Sinn Fein have been largely reversed. In 1994 the SDLP was still the dominant nationalist party in terms of its share of the nationalist vote and representation. Sinn Fein was in the middle of its strategic shift into constitutional politics. Over the next decade Sinn Fein was to take over as the leading nationalist party, culminating in Martin McGuinness becoming the Deputy First Minister. One widely expressed view for the transition is that Sinn Fein has successfully 'stolen the clothes' of the SDLP by transforming itself into a constitutional nationalist party. Candidates should explain what this has entailed and also look at the support bases of the two parties. The issues of leadership and the benefits to Sinn Fein of being an all-Ireland party may be referred to. It should be noted that the decline of the SDLP is not as great as that of the UUP and that the SDLP remains a significant political force.

Weaker answers will tend to be limited in the range of reasons identified and lack evidence. Stronger answers will offer a broader range of factors and present detailed evidence.

Candidates who do not provide any evidence can score a maximum of **Level 4**.

**Level 1 ([1]–[6])****AO1: 2 marks; AO2: 3 marks; AO3: 1 mark**

The candidate demonstrates little knowledge and understanding of the reasons for the changes in nationalist electoral support and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill-informed and poorly constructed and the level of communication and use of political vocabulary are both rudimentary (AO3).

**Level 2 ([7]–[11])****AO1: 4 marks; AO2: 5 marks; AO3: 2 marks**

The candidate demonstrates basic knowledge and understanding of the reasons for the changes in nationalist electoral support but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed, although the level of communication and use of political vocabulary are both basic. There is restricted use of appropriate political vocabulary (AO3).

**Level 3 ([12]–[16])****AO1: 6 marks; AO2: 7 marks; AO3: 3 marks**

The candidate demonstrates mostly accurate knowledge and understanding of the reasons for the changes in nationalist electoral support but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed, although the level of communication, the structure and presentation of ideas and use of appropriate political vocabulary are limited (AO3).

**Level 4 ([17]–[21])**

**AO1: 7 marks; AO2: 9 marks; AO3: 5 marks**

The candidate demonstrates full and accurate knowledge and understanding of the reasons for the changes in nationalist electoral support and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

**Level 5 ([22]–[26])**

**AO1: 8 marks; AO2: 11 marks; AO3: 7 marks**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the reasons for the changes in nationalist electoral support and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. A structured argument is constructed which displays effective communication and presentation of ideas. There is consistent use of political vocabulary and a clear and logical conclusion is reached (AO3).

[26]	26
<b>Total</b>	<b>50</b>



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**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
January 2009**

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## **Government and Politics**

### **Assessment Unit AS 2**

*assessing*

Module 2: The British Political Process

**[AQ121]**

**TUESDAY 27 JANUARY, AFTERNOON**

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# **MARK SCHEME**

## General Marking Instructions

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### Quality of candidates' responses

In marking the examination papers, examiners will be looking for a quality of response reflecting the level of maturity which may reasonably be expected of 17- and 18-year-olds, which is the age at which the majority of candidates sit their AS/A2 examinations.

### Flexibility in marking

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### Positive marking

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### Types of mark schemes

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Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

## Levels of response

Questions requiring extended written answers are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best' response, bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

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**Intermediate performance:** Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.

**High performance:** Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

## Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication which is incorporated within the marks awarded for AO3. Where the quality of candidates' subject knowledge and understanding is not matched by the quality of written communication, marks awarded will not exceed the maximum for Level 4.

1 Candidates may refer to the ballot at the start of each Parliamentary session, the “Ten Minute Rule” or Standing Order 58. Candidates may also argue that MPs may propose legislation at party meetings, during debates in the House or during Question Time.

[2] for each way identified.

**(AO1: 4 marks)**

[4]

4

**2 Background**

The Chief Whip within each political party is an MP appointed by the Party Leader to be in charge of organising the party’s backbenchers. The Chief Whip is responsible for instructing the backbenchers how the leadership wants them to vote and what the leadership’s position is on policy issues. The Chief Whip has a range of sanctions and inducements that they can use to persuade backbenchers. As well as being the “eyes and ears” of the party leader, the Chief Whip is a means of communication between the backbenchers and the leadership.

Weaker answers will tend to focus on the sanctions that the Chief Whip employs. Stronger answers will have a more complete picture of the Chief Whip’s functions.

Up to [2] for an appropriate definition and up to [4] for explanation.

**(AO1: 6 marks)**

[6]

6

**3 Background**

The House of Lords has been criticised for its unrepresentative composition. The House does not reflect modern British society. The Lords remains unrepresentative in class, gender, age and ethnic terms. Critics would also argue that the power of the PM to influence the composition of the Lords has resulted in a body that is the creation of the executive. The inclusion of Bishops from the Church of England and the absence of other faiths has been attacked.

Weaker answers will tend to focus on one criticism and lack evidence. Stronger answers will clearly identify two criticisms and present relevant evidence.

[1] for each criticism identified and up to [4] for explanation of each criticism.

**(AO1: 10 marks)**

[10]

10

**4 Background**

MPs can perform their representative role in a wide variety of ways. First, they can provide constituents with the opportunity to bring them issues through holding surgeries. They can also attend public meeting where constituents can raise issues. The MP can

contact officials on behalf of constituents. MPs can ask questions in the House of Commons and can introduce a Private Members Bill on behalf of those they represent.

Weaker answers will be limited in range and evidence. Stronger answers will have a broader range.

### **Level 1 ([1]–[4])**

**AO1: 2 marks; AO2: 1 mark; AO3: 1 mark**

The candidate demonstrates little knowledge and understanding of the ways in which MPs can represent their constituents and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill-informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary (AO3).

### **Level 2 ([5]–[7])**

**AO1: 3 marks; AO2: 2 marks; AO3: 2 marks**

The candidate demonstrates basic knowledge and understanding of the ways in which MPs can represent their constituents but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

### **Level 3 ([8]–[10])**

**AO1: 4 marks; AO2: 3 marks; AO3: 3 marks**

The candidate demonstrates mostly accurate knowledge and understanding of the ways in which MPs can represent their constituents but there are some gaps. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed, although the level of communication, the structure and presentation of ideas and use of appropriate political vocabulary are limited (AO3).

**Level 4 ([11]–[13])****AO1: 5 marks; AO4: 4 marks; AO4: 4 marks**

The candidate demonstrates full and accurate knowledge and understanding of the ways in which MPs can represent their constituents and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

**Level 5 ([14]–[16])****AO1: 6 marks; AO2: 5 marks; AO3: 5 marks**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the ways in which MPs can represent their constituents and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. A structured argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[16]

16

**Either****5 (a) Background**

The political function of the judiciary is to act as a check upon the executive by upholding the rule of law. The judiciary is there to prevent the arbitrary abuse of power by the government. In order to do this the judiciary must be independent of the executive or else it becomes an instrument of executive power, as in dictatorships. The history of the relationship between the executive and the judiciary in Britain is a complicated one. There have been some elements of that relationship that clearly sought to preserve judicial independence while others seemed to undermine the principle: the position of the Lord Chancellor is an obvious example. Reforms introduced by the Labour government after 1997 had the express intention of increasing the independence of the judiciary: abolition of the position of Lord Chancellor; creation of a Ministry of Justice; establishment of an independent judicial appointments body. Critics argue that these have failed to increase the autonomy of the judiciary and that, as much as ever, judges are inclined to support the executive when carrying out judicial reviews and judicial inquiries.

An answer that contains no supporting evidence can attain a maximum of Level 4. An answer that is completely unbalanced can attain a maximum of Level 4.

Weaker answers will be limited in terms of argument and especially evidence. Stronger answers will display understanding of the issues and be able to support this with evidence.

### **Level 1 ([1]–[5])**

**AO1: 2 marks; AO2: 2 marks; AO3: 1 mark**

The candidate demonstrates little knowledge and understanding of the relationship between the executive and the judiciary and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill-informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary (AO3).

### **Level 2 ([6]–[10])**

**AO1: 3 marks; AO2: 5 marks; AO3: 2 marks**

The candidate demonstrates basic knowledge and understanding of the relationship between the executive and the judiciary but there are major gaps and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

### **Level 3 ([11]–[15])**

**AO1: 4 marks; AO2: 8 marks; AO3: 3 marks**

The candidate demonstrates mostly accurate knowledge and understanding of the relationship between the executive and the judiciary but there are some gaps. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling,

punctuation and grammar is satisfactory. An argument is constructed, although the level of communication, the structure and presentation of ideas and use of appropriate political vocabulary are limited (AO3).

**Level 4 ([16]–[20])**

**AO1: 5 marks; AO2: 11 marks; AO3: 4 marks**

The candidate demonstrates full and accurate knowledge and understanding of the relationship between the executive and the judiciary and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

**Level 5 ([21]–[24])**

**AO1: 6 marks; AO2: 13 marks; AO3: 5 marks**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the relationship between the executive and the judiciary and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. A structured argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[24]

Or

**(b) Background**

Perhaps the major question asked in relation to the British political system is “how far does the executive dominate Parliament?” In theory, Britain operates under the principle of Parliamentary Sovereignty. This means that Parliament is the dominant part of the political system and all authority comes from it. This theory has not been the reality for a long time, according to most observers. The power of Parliament has steadily declined and that of the executive has grown. There is clearly a situation of executive dominance in Britain.

This is particularly true of legislation. In theory, Parliament is the sovereign legislative authority but, in practice, it is government that controls. Most legislation that passes through Parliament is government legislation. The government is able to exercise considerable powers to get its



legislation passed and is very rarely defeated. Parliament is reduced to the role of “rubber stamp” in this view. The alternative view is that Parliament continues to have a real influence over legislation and that no government, whatever its majority, can afford to ignore the Commons or the Lords.

An answer that contains no supporting evidence can attain a maximum of Level 4. An answer that is completely unbalanced can attain a maximum of Level 4.

Weaker answers may present an unbalanced account of the executives control over legislation, with little supporting evidence. Stronger answers will be both balanced and well supported.

### **Level 1 ([1]–[5])**

**AO1: 2 marks; AO2: 2 marks; AO3: 1 mark**

The candidate demonstrates little knowledge and understanding of the debate about executive control over legislation and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of QWC and the structure and the presentation of ideas (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill-informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary (AO3).

### **Level 2 ([6]–[10])**

**AO1: 3 marks; AO2: 5 marks; AO3: 2 marks**

The candidate demonstrates basic knowledge and understanding of the debate about executive control over legislation but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

**Level 3 ([11]–[15])**

**AO1: 4 marks; AO2: 8 marks; AO3: 3 marks**

The candidate demonstrates mostly accurate knowledge and understanding of the debate about executive control over legislation but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed, although the level of communication, the structure and presentation of ideas and use of appropriate political vocabulary are limited (AO3).

**Level 4 ([16]–[20])**

**AO1: 5 marks; AO2: 11 marks; AO3: 4 marks**

The candidate demonstrates full and accurate knowledge and understanding of the debate about executive control over legislation and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

**Level 5 ([21]–[24])**

**AO1: 6 marks; AO2: 13 marks; AO3: 5 marks**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the debate about executive control over legislation and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. A structured argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[24]	24
<b>Total</b>	<b>60</b>



