

**GCE AS**

**Government  
and Politics**

**January 2009**

**Mark Schemes**

Issued: April 2009



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.

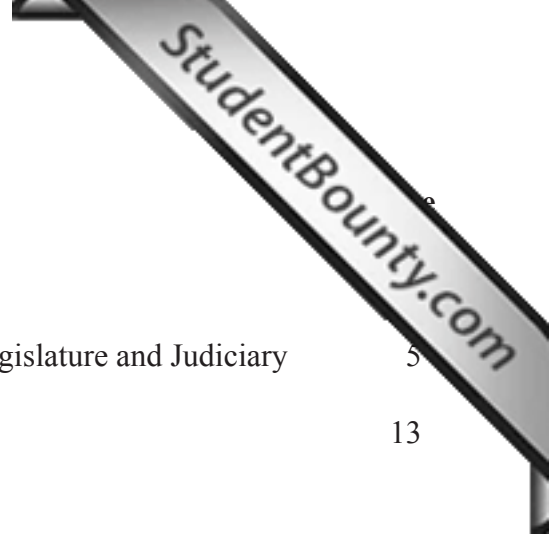


## CONTENTS

Module 1: The Government and Politics of Northern Ireland

Module 2: The Inter-relationships of the United Kingdom Executive, Legislature and Judiciary 5

Module 3: Political Behaviour 13







*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**

**[ASQ11]**

**WEDNESDAY 7 JANUARY – MORNING**

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# **MARK SCHEME**

## Module 1: The Government and Politics of Northern Ireland

BLE

### 1 Background

Source A refers to the movement of Sinn Fein and the IRA away from political violence and towards involvement in “constitutional methods”. Republicans have moved towards a position of achieving their goals by peaceful and democratic means. The start of this transition in republican politics occurred in the late 1980s and the process gathered momentum during the 1990s. The Source gives some indication of reasons for the shift in republican politics when it refers to changes in the unionist position. Those stated are that unionists increasingly accepted the “Irishness” of nationalists and the inevitability of an “Irish Dimension”. In addition to these reasons, there was a growing acceptance within republicanism that the “armed struggle” had failed to bring about the republican objective; there was a growing war weariness among nationalist voters; there was a new willingness on the part of the British state to negotiate with republicans. Weaker answers will tend to offer a descriptive account of the changes in republican politics. Stronger answers will address the issue of why these changes occurred. If there is no reference to the Source a candidate can score a maximum of Level 4. If evidence is derived *only* from the Source a candidate can score a maximum of Level 4.

#### Level 1 ([1]–[2])

The candidate demonstrates very little knowledge and understanding of the reasons for republican movement towards constitutional methods and the response indicates that the candidate has little or no understanding of the point of 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 and fails to address the question (AO1). 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 (AO3).

#### Level 2 ([3]–[4])

The candidate demonstrates outline knowledge and understanding of the reasons for republican movement towards constitutional methods and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. There is little relevant evidence (AO1). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

#### Level 3 ([5]–[6])

The candidate demonstrates limited knowledge and understanding of the reasons for republican movement towards constitutional methods 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 4 ([7]–[8])**

The candidate demonstrates general knowledge and understanding of the reasons for republican movement towards constitutional methods. 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 5 ([9]–[10])**

The candidate demonstrates sound knowledge and understanding of the reasons for republican movement towards constitutional methods. 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).

[10]

10

**2 Background**

Source B refers to the suspension of the Northern Ireland government and the reimposition of Direct Rule by the then Northern Ireland Secretary of State, John Reid. This was one of several such suspensions. A key argument in favour of devolution accepted by all the main political parties was that a locally-elected assembly would help overcome the democratic deficit at the heart of direct rule. A locally elected assembly would be accountable to the people of Northern Ireland in a way that the institutions of direct rule could never be. However, the frequent suspensions of the Assembly have reduced its ability to address the issue of the democratic deficit. In addition the forced coalition, lack of an effective opposition and the general dominance of the Executive could also be said to question just how accountable the new institutions are.

Weaker answers will tend to focus exclusively on suspensions, relying heavily on the source. Stronger answers will use the support appropriately but also address the question directly with reference to relevant evidence. If there is no reference to the Source a candidate can score a maximum of Level 4. If evidence is derived *only* from the Source a candidate can score a maximum of Level 4. A totally unbalanced answer can score a maximum of Level 4.

**Level 1 ([1]–[2])**

The candidate demonstrates very little knowledge and understanding of the extent to which devolution has increased democracy and the response indicates that the candidate has little or no understanding of the point of 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 and fails to address the question (AO1). An argument, if present, is irrelevant, poorly constructed and/or unbalanced (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 (AO3).

**Level 2 ([3]–[5])**

The candidate demonstrates outline knowledge and understanding of the extent to which devolution has increased democracy and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). An answer is constructed which makes reference to some relevant arguments and which does have a degree of balance (AO2). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

**Level 3 ([6]–[8])**

The candidate demonstrates limited knowledge and understanding of the extent to which devolution has increased democracy 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, does address the question and has 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 4 ([9]–[11])**

The candidate demonstrates general knowledge and understanding of the extent to which devolution has increased democracy. 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 reference to relevant arguments, addresses the question and is balanced (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 5 ([12]–[14])**

The candidate demonstrates sound knowledge and understanding of the extent to which devolution has increased democracy. 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 a range of relevant arguments in a focused and balanced response (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).

[14]

14

**Total**

**24**



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)**

**General Certificate of Education**

**January 2009**

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## **Government and Politics**

### **Assessment Unit AS 2**

*assessing*

**Module 2: The Inter-relationships  
of the United Kingdom Executive,  
Legislature and Judiciary**

**[ASQ21]**

**WEDNESDAY 7 JANUARY – MORNING**

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# **MARK SCHEME**

## Module 2: The Inter-relationship of the UK Executive, Legislature and Judiciary

BLE

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- 1 Candidates will receive [1] for each correct identification and up to a maximum of [2] for their explanation. There are a number of functions of an MP which they can elaborate on. Solid responses will concentrate on the three main functions of an MP; scrutiny of the executive, representation of their constituents and party, and law making. However, other functions such as deliberation of policy proposals, legitimisation of the government and acting on behalf of pressure groups are admissible.

Weaker candidates may tend to identify three examples of the same function, for example, taking part in question time, taking part in debates and taking part in select committees which are all examples of scrutinising government. Others may fail to identify three functions in which case their response will be limited. [9]

9

### 2 (a) Background

Candidates are expected to identify, with examples where appropriate, the shortcomings of Question Time as a means of scrutinising government. There are a number of criticisms and candidates do not have to have a comprehensive list in order to get full marks but a good range is expected to get into the top two mark levels. Candidates may select from common criticisms such as: the Table Office may edit questions before they even get to the Minister; responses are prepared with the help of civil servants; questions are known by the Minister at least two days in advance; Ministers are not obliged to answer questions and don't have to explain why. Other sensible criticisms will be considered. Weaker candidates will tend to spend a lot of time describing question time and therefore fail to identify relevant criticisms or will spend too much time on one example and thereby limit the range of the response.

An answer that contains only one criticism can achieve a maximum of **Level 3**.

An answer that contains no evidence can achieve a maximum of **Level 4**.

#### **Level 1 ([1]–[2])**

The candidate demonstrates very little knowledge and understanding of the criticisms made of Question Time and the response indicates that the candidate has little or no understanding of the point of 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 and fails to address the question (AO1). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of quality of written communication, and the structure and the presentation of ideas (AO3).

**Level 2 ([3]–[4])**

The candidate demonstrates outline knowledge and understanding of the criticisms made of Question Time and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. There is little relevant evidence (AO1). The level of communication is basic, as are the standard of quality of written communication, and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

**Level 3 ([5]–[6])**

The candidate demonstrates limited knowledge and understanding of the criticisms made of Question Time 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 quality of written communication is limited, as is the structure and presentation of ideas (AO3).

**Level 4 ([7]–[8])**

The candidate demonstrates general knowledge and understanding of the criticisms made of Question Time. 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 quality of written communication is fair, as is the structure and presentation of ideas (AO3).

**Level 5 ([9]–[10])**

The candidate demonstrates sound knowledge and understanding of the criticisms made of Question Time. 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 quality of written communication is good, as is the structure and presentation of ideas (AO3). [10]

**(b) Background**

Candidates are expected to identify, with examples where appropriate, a range of criticisms of the composition of the judiciary. There are a number of criticisms and candidates do not have to have a comprehensive list in order to get full marks but a good range is expected to get into the top two mark levels. Candidates may select from a range of criticisms, such as the predominance of judges from an elite background (88 per cent educated at Oxbridge); the tendency for judges to be older and therefore out of touch; the vast majority are white (99.3 per cent); women and ethnic minority groups are under represented.

Weaker candidates will select one of these examples and spend the majority of their response examining it, thereby limiting the range of the response.

An answer that contains only one criticism can achieve a maximum of **Level 3**.

An answer that contains no evidence can achieve a maximum of **Level 4**.

**Level 1 ([1]–[2])**

The candidate demonstrates very little knowledge and understanding of the criticisms of the composition of the judiciary and the response indicates that the candidate has little or no understanding of the point of 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 and fails to address the question (AO1). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of quality of written communication, and the structure and the presentation of ideas (AO3).

**Level 2 ([3]–[4])**

The candidate demonstrates outline knowledge and understanding of the criticisms of the composition of the judiciary and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. There is little relevant evidence (AO1). The level of communication is basic, as are the standard of quality of written communication, and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

**Level 3 ([5]–[6])**

The candidate demonstrates limited knowledge and understanding of the criticisms of the composition of the judiciary 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 quality of written communication is limited, as is the structure and presentation of ideas (AO3).

**Level 4 ([7]–[8])**

The candidate demonstrates general knowledge and understanding of the criticisms of the composition of the judiciary. 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 quality of written communication is fair, as is the structure and presentation of ideas (AO3).

**Level 5 ([9]–[10])**

The candidate demonstrates sound knowledge and understanding of the criticisms of the composition of the judiciary. 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 quality of written communication is good, as is the structure and presentation of ideas (AO3). [10]

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**3 (a) Background**

In this response candidates are expected to produce a balanced argument and therefore, in order to attain a grade in the top two mark levels, it is expected that a balanced argument will be constructed with reference to a range of evidence for both sides of the argument. Candidates are required to have solid knowledge of the constitutional changes which have already taken place with regards to the Lords and those which are currently under consideration. These would include the reduction in the number of hereditary peers to 92; the creation of the new Ministry for Justice and consequent change in the role of the Lord Chancellor; removal of judicial function from Lord Chancellor; proposals for further reduction in number of Lords; debate over whether Lords should be elected (as favoured by the government) or appointed (as favoured by the Lords); and crucially the impact these factors have on the relationship between the Lords and the Executive. Critics of the Executive would claim that most of these changes have been designed to make the Lords weaker and point out that a fully elected Lords would mirror the Commons and therefore give a serving government even more of a free hand. Others would say that the history of Lords opposition would continue, that the proposal that Lords hold their posts for 15 years would strengthen their independence from the government and that so far it would appear that Lords independence has been unaffected by reforms as it has demonstrated a willingness to challenge the government on many occasions, in spite of currently having a majority of Labour peers.

Weaker candidates will either spend much of their response focused on a one sided argument or will have a poor understanding of the reforms of the Lords.

An answer that contains only one criticism can achieve a maximum of **Level 3**.

An answer that contains no evidence can achieve a maximum of **Level 4**.

An answer that has no balance and is totally one-sided can achieve a maximum of **Level 4**.

**Level 1 ([1]–[3])**

The candidate demonstrates very little knowledge and understanding of the extent of Lords' independence and the response indicates that the candidate has little or no understanding of the point of 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 and fails to address the question (AO1). An argument, if present, is irrelevant, poorly constructed and/or unbalanced (AO2). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of quality of written communication, and the structure and the presentation of ideas (AO3).

**Level 2 ([4]–[6])**

The candidate demonstrates outline knowledge and understanding of the extent of Lords' independence and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). An answer is constructed which makes reference to some relevant arguments and which does have a degree of balance (AO2). The level of communication is basic, as are the standard of quality of written communication, and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

**Level 3 ([7]–[9])**

The candidate demonstrates limited knowledge and understanding of the extent of Lords' independence 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, does address the question and has some balance (AO2). The candidate's level of communication and use of appropriate political vocabulary are both limited. The standard of quality of written communication is limited, as is the structure and presentation of ideas (AO3).

**Level 4 ([10]–[12])**

The candidate demonstrates general knowledge and understanding of the extent of Lords' independence. 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 reference to relevant arguments, addresses the question and is balanced (AO2). Communication is clear with use of appropriate political vocabulary. The standard of quality of written communication is fair, as is the structure and presentation of ideas (AO3).



**Level 5 ([13]–[16])**

The candidate demonstrates sound knowledge and understanding of the extent of Lords' independence. 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 a range of relevant arguments in a focused and balanced response (AO2). Communication is good and there is frequent use of appropriate political vocabulary. The standard of quality of written communication is good, as is the structure and presentation of ideas (AO3). [16]

**(b) Background**

In this response candidates are expected to produce a balanced argument and therefore in order to attain a grade in the top two mark levels it is expected that a balanced argument will be constructed with reference to a range of evidence for both sides of the argument. The case for Executive dominance of Parliament is strengthened by such factors as the built-in government majority; the relative ineffectiveness of Question Time; the lack of time for debates; the limited powers of Select Committees; the dominance of the executive in Public Bill Committees; the operation of the whips and the reduced power of the Lords. On the other hand Parliament can still be said to possess a number of strengths which can prevent executive dominance, such as non-adversarial Select Committees; votes of no-confidence; backbench rebellions; televising of Parliament; increased professionalism of MPs; and ultimately the fact that the executive relies on Parliament for its legitimation and therefore cannot completely overlook it.

Weaker candidates will either fail to develop a balanced argument or will focus a narrow range of factors with few examples and poor quality explanation. Stronger answers will avoid these failings.

An answer that contains only one criticism can achieve a maximum of **Level 3**.

An answer that contains no evidence can achieve a maximum of **Level 4**.

An answer that has no balance and is totally one-sided can achieve a maximum of **Level 4**.

**Level 1 ([1]–[3])**

The candidate demonstrates very little knowledge and understanding of the extent to which Parliament holds the executive to account and the response indicates that the candidate has little or no understanding of the point of 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 and fails to address the question (AO1). An argument, if present, is irrelevant, poorly constructed and/or unbalanced (AO2). The level of communication and the use of appropriate political vocabulary are both basic, as is the standard of quality of written communication, and the structure and the presentation of ideas (AO3).

**Level 2 ([4]–[6])**

The candidate demonstrates outline knowledge and understanding of the extent to which Parliament holds the executive to account and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). An answer is constructed which makes reference to some relevant arguments and which does have a degree of balance (AO2). The level of communication is basic, as are the standard of quality of written communication, and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

**Level 3 ([7]–[9])**

The candidate demonstrates limited knowledge and understanding of the extent to which Parliament holds the executive to account and of the debate about whether it should have such a role 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, does address the question and has some balance (AO2). The candidate’s level of communication and use of appropriate political vocabulary are both limited. The standard of quality of written communication is limited, as is the structure and presentation of ideas (AO3).

**Level 4 ([10]–[12])**

The candidate demonstrates general knowledge and understanding of the extent to which Parliament holds the executive to account and of the debate about whether it should have such a role. 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 reference to relevant arguments, addresses the question and is balanced (AO2). Communication is clear with use of appropriate political vocabulary. The standard of quality of written communication is fair, as is the structure and presentation of ideas (AO3).

**Level 5 ([13]–[16])**

The candidate demonstrates sound knowledge and understanding of the extent to which Parliament holds the executive to account and of the debate about whether it should have such a role. 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 a range of relevant arguments in a focused and balanced response (AO2). Communication is good and there is frequent use of appropriate political vocabulary. The standard of quality of written communication is good, as is the structure and presentation of ideas (AO3).

[16]

16

**Total**

**35**



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)**

**General Certificate of Education**

**January 2009**

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## **Government and Politics**

### **Assessment Unit AS 3**

*assessing*

**Module 3: Political Behaviour**

**[ASQ31]**

**TUESDAY 27 JANUARY – AFTERNOON**

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# **MARK SCHEME**

## Module 3: Political Behaviour

BLE

In responses to all four questions in this module, the following apply:

- In part (a) an answer that has no supporting evidence or illustrations can score a maximum of **Level 3**.
- In part (b) a totally one-sided response can score up to a maximum of top **Level 4**.
- In part (b) an answer that has no supporting evidence or illustrations can score a maximum of **Level 4**.
- In both parts, an answer that refers to only one political system can score a maximum of **Level 4**.

### 1 (a) Background

The term political socialisation refers to the process by which individuals acquire the political culture of their society. Political socialisation and culture are therefore inextricably linked. Answers should convey understanding that the process can be both overt and more covert in form. Political socialisation is a lifelong process but many consider it to be most significant in the early years of the individual's life. The process takes place through a number of agents of political socialisation with the family, peers, education, media, religion and community being the most significant.

Weaker answers will tend to present limited understanding of the concept and little evidence. Stronger answers will cover the areas listed above.

#### Level 1 ([1]–[3])

The candidate demonstrates very little knowledge and understanding of political socialisation and the response indicates that the candidate has little or no understanding of the point of 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 and fails to address the question (AO1). 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 (AO3).

#### Level 2 ([4]–[6])

The candidate demonstrates outline knowledge and understanding of political socialisation and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

**Level 3 ([7]–[10])**

The candidate demonstrates limited knowledge and understanding of political socialisation 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 4 ([11]–[14])**

The candidate demonstrates general knowledge and understanding of political socialisation. 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 5 ([15]–[18])**

The candidate demonstrates sound knowledge and understanding of political socialisation. 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). [18]

**(b) Background**

States seek to influence the process of political socialisation in order to affect the political culture. This is because the survival of the state may be dependent upon a supportive political culture. Arguably all states do this to different degrees. Some, usually the most authoritarian, states seek to tightly control and manipulate the process of socialisation. They control the education system and the media and use them explicitly to shape the culture. Such states may also seek to use or suppress religion and even try to influence what happens within the private sphere of the family. Such states are often condemned as undemocratic dictatorships. However, it could be said that even within democratic societies there is also an attempt to influence the culture in a less heavy handed manner. It could be argued that this more subtle approach is more effective because those on the receiving end are not aware that it is being done to them.

Weaker answers will tend to present some examples of state control over political socialisation. Stronger answers will address the issue of whether this control is a feature of all systems.

**Level 1 ([1]–[3])**

The candidate demonstrates very little knowledge and understanding of state manipulation of the political culture and the response indicates that the candidate has little or no understanding of the point of 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 and fails to address the question (AO1). An argument, if present, is irrelevant, poorly constructed and/or unbalanced (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 (AO3).

**Level 2 ([4]–[6])**

The candidate demonstrates outline knowledge and understanding of state manipulation of the political culture and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). An answer is constructed which makes reference to some relevant arguments and which does have a degree of balance (AO2). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

**Level 3 ([7]–[9])**

The candidate demonstrates limited knowledge and understanding of state manipulation of the political culture 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, does address the question and has 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 4 ([10]–[13])**

The candidate demonstrates general knowledge and understanding of state manipulation of the political culture. 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 reference to relevant arguments, addresses the question and is balanced (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 5 ([14]–[17])**

The candidate demonstrates sound knowledge and understanding of state manipulation of the political culture. 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 a range of relevant arguments in a focused and balanced response (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).

[17]

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**2 (a) Background**

Elections are tied to the concept of democracy and “rule by the people”. As direct democracy is impossible in a large modern society, a form of representative democracy is called for. It is at this point that elections come in. Elections are a way in which the people can choose those who will represent them either as members of a legislative body or as members of an executive. Elections are also a way in which a mandate is given to a group of representatives to carry out a set of policies which the electorate has endorsed in an election. Elections are also a way in which elected representatives can be held accountable for their actions by those who put them there. Regular elections can therefore act as a check on government preventing it from abusing its powers. Perhaps the best way of illustrating the purpose of elections is to consider political systems where free and fair elections do NOT occur. Weaker answers will tend to offer a limited range of reasons for holding elections and have a limited range of evidence. Stronger answers will tend to have a broader range of both reasons and evidence.

**Level 1 ([1]–[3])**

The candidate demonstrates very little knowledge and understanding of the reasons for holding elections and the response indicates that the candidate has little or no understanding of the point of 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 and fails to address the question (AO1). 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 (AO3).

**Level 2 ([4]–[6])**

The candidate demonstrates outline knowledge and understanding of the reasons for holding elections and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

**Level 3 ([7]–[10])**

The candidate demonstrates limited knowledge and understanding of the reasons for holding elections 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 4 ([11]–[14])**

The candidate demonstrates general knowledge and understanding of the reasons for holding elections. 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 5 ([15]–[18])**

The candidate demonstrates sound knowledge and understanding of the reasons for holding elections. 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). [18]

**(b) Background**

It is supporters of Proportional Representation systems of election who argue that achieving a fair result is the most important outcome of an election. They insist that the Simple Majority system is a distortion of democracy that produces governments which have the support of only a minority of those who voted. The Labour Government elected in 2005 won only 35 per cent of the popular vote. Supporters of PR argue that such a situation is not possible under an electoral system that produces a fair result.

The counter-argument, from supporters of Simple Majority, is that a fair result invariably leads to coalition governments that are weak and unstable. Compromise deals are entered into by coalition partners that means what voters voted for is betrayed. A fair result is less important than the creation of a single party, strong government.

Weaker answers will tend to over a prepared case for and against PR. Stronger answers will directly tackle the issue of whether fairness is the most important outcome.



**Level 1 ([1]–[3])**

The candidate demonstrates very little knowledge and understanding of the debate about whether a fair result is the most important outcome of an election and the response indicates that the candidate has little or no understanding of the point of 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 and fails to address the question (AO1). An argument, if present, is irrelevant, poorly constructed and/or unbalanced (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 (AO3).

**Level 2 ([4]–[6])**

The candidate demonstrates outline knowledge and understanding of the debate about whether a fair result is the most important outcome of an election there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). An answer is constructed which makes reference to some relevant arguments and which does have a degree of balance (AO2). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

**Level 3 ([7]–[9])**

The candidate demonstrates limited knowledge and understanding of the debate about whether a fair result is the most important outcome of an election 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, does address the question and has 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 4 ([10]–[13])**

The candidate demonstrates general knowledge and understanding of the debate about whether a fair result is the most important outcome of an election and the issue of better 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 reference to relevant arguments, addresses the question and is balanced (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 5 ([14]–[17])**

The candidate demonstrates sound knowledge and understanding of the debate about whether a fair result is the most important outcome of an election. 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 a range of relevant arguments in a focused and balanced response (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). [17]

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**3 (a) Background**

Volatility refers to the tendency of voters to change their voting preference from one party to another. Volatility is therefore the opposite of party loyalty. It is argued that party loyalty is in decline and volatility is increasing in all democracies. The reasons for increased voter de-alignment are many and specific to individual political systems. One common feature is considered to be the growth of voting on the basis of narrow self interest. This has resulted in parties competing with one another to best deliver this to the greatest number of voters, abandoning any traditional ideological positions. Candidates are not required to note that not everyone agrees with this analysis.

Weaker answers will tend to have little understanding of volatility and limited evidence will be presented. Stronger answers will offer a full understanding of the concept and provide a range of evidence.

**Level 1 ([1]–[3])**

The candidate demonstrates very little knowledge and understanding of volatility and the response indicates that the candidate has little or no understanding of the point of 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 and fails to address the question (AO1). 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 (AO3).

**Level 2 ([4]–[6])**

The candidate demonstrates outline knowledge and understanding of volatility and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

**Level 3 ([7]–[10])**

The candidate demonstrates limited knowledge and understanding of volatility 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 4 ([11]–[14])**

The candidate demonstrates general knowledge and understanding of volatility. 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 5 ([15]–[18])**

The candidate demonstrates sound knowledge and understanding of volatility. 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). [18]

**(b) Background**

There are many who believe that self-interest and, specifically, economic self-interest now largely drive voting behaviour. Voters choose a party and candidate on the basis of their perception of how that choice will serve their personal interests. This is not just a feature of British elections but is found in all democracies. This argument suggests that a process of class de-alignment has been going on for some considerable time. Voters are less and less identifying with a political party on the basis of their social class. This has resulted in the decline of class as a factor in determining how voters cast their vote. The alternative view is that class still does matter although defined in more sophisticated ways. The evidence from most democracies suggests that there are still clear patterns of class voting for different political parties. There is no evidence of the emergence of the class de-aligned electorate.

Weaker answers will tend to offer a prepared list of the factors affecting voting behaviour. Stronger answers will focus on the issues of class and class de-alignment.

**Level 1 ([1]–[3])**

The candidate demonstrates very little knowledge and understanding of the debate about the impact of class on voting behaviour and the response indicates that the candidate has little or no understanding of the point of 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 and fails to address the question (AO1). An argument, if present, is irrelevant, poorly constructed and/or unbalanced (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 (AO3).

**Level 2 ([4]–[6])**

The candidate demonstrates outline knowledge and understanding of the debate about the impact of class on voting behaviour and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). An answer is constructed which makes reference to some relevant arguments and which does have a degree of balance (AO2). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

**Level 3 ([7]–[9])**

The candidate demonstrates limited knowledge and understanding of the debate about the impact of class on voting behaviour 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, does address the question and has 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 4 ([10]–[13])**

The candidate demonstrates general knowledge and understanding of the debate about the impact of class on voting behaviour. 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 reference to relevant arguments, addresses the question and is balanced (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 5 ([14]–[17])**

The candidate demonstrates sound knowledge and understanding of the debate about the impact of class on voting behaviour. 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 a range of relevant arguments in a focused and balanced response (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).

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**4 (a) Background**

It is widely accepted that Insider pressure groups as a rule tend to have considerably more influence upon policy formation than their Outsider counterparts. It is, therefore, the objective of most groups to achieve Insider status, which consists of a close relationship with policy makers. The factors that are likely to contribute to this are first, that the group makes a major contribution to society in some way or other. Groups that represent major economic interests can not be ignored by any government. Some groups are Insiders because their views are ideologically compatible with those running the state. Other groups achieve their status because they offer services that are important, if not vital, to the operation of government. An alternative view from Marxists is, of course, that it is groups that represent the Ruling Class who are most likely to have Insider status.

Weaker answers will tend to present a descriptive list of Insider groups. Stronger answers will attempt to address the question of how groups achieve Insider status.

**Level 1 ([1]–[3])**

The candidate demonstrates very little knowledge and understanding of the ways in which a group can achieve Insider status and the response indicates that the candidate has little or no understanding of the point of 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 and fails to address the question (AO1). 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 (AO3).

**Level 2 ([4]–[6])**

The candidate demonstrates outline knowledge and understanding of the ways in which a group can achieve Insider status and there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

**Level 3 ([7]–[10])**

The candidate demonstrates limited knowledge and understanding of the ways in which a group can achieve Insider status 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 4 ([11]–[14])**

The candidate demonstrates general knowledge and understanding of the ways in which a group can achieve Insider status. 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 5 ([15]–[18])**

The candidate demonstrates sound knowledge and understanding of the ways in which a group can achieve Insider status. 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). [18]

**(b) Background**

It is Pluralists who are most likely to assert that pressure groups are an essential ingredient of a democratic society, although candidates will not be expected to note this. Pressure groups contribute to democracy in several important ways. They provide representation for different sections of society; they fill the democratic void that exists between elections; they encourage political participation and raise political awareness; they challenge the actions of the executive and so make it more accountable. A feature of authoritarian systems is that pressure group activity is either prohibited or regulated by the state. The alternative view is that the contribution of pressure groups to democracy is either limited or even negative. Many pressure groups exercise a disproportionate influence over policy; they prevent democratic elected governments acting as they should; they represent narrow vested interests to the detriment of the collective good. Stronger answers will cover both sides of this argument in a balanced way with supporting examples. Weaker answers will tend to have a limited understanding of the point of the question.

**Level 1 ([1]–[3])**

The candidate demonstrates very little knowledge and understanding of the debate about pressure groups and democracy and the response indicates that the candidate has little or no understanding of the point of 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 and fails to address the question (AO1). An argument, if present, is irrelevant, poorly constructed and/or unbalanced (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 (AO3).

**Level 2 ([4]–[6])**

The candidate demonstrates outline knowledge and understanding of the debate about pressure groups and democracy there are major gaps in this knowledge and understanding. The response demonstrates partial understanding of the point of the question and contains some relevant material but also significant irrelevant or general material. The answer contains little relevant evidence (AO1). An answer is constructed which makes reference to some relevant arguments and which does have a degree of balance (AO2). The level of communication is basic, as are the standard of QWC and the structure and the presentation of ideas. There is partial use of appropriate political vocabulary (AO3).

**Level 3 ([7]–[9])**

The candidate demonstrates limited knowledge and understanding of the debate about pressure groups and democracy 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, does address the question and has 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 4 ([10]–[13])**

The candidate demonstrates general knowledge and understanding of the debate about pressure groups and democracy. 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 reference to relevant arguments, addresses the question and is balanced (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 5 ([14]–[17])**

The candidate demonstrates sound knowledge and understanding of the debate about pressure groups and democracy. 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 a range of relevant arguments in a focused and balanced response (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).

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**Total**

**35**