

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

Summer 2009

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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.

CONTENTS

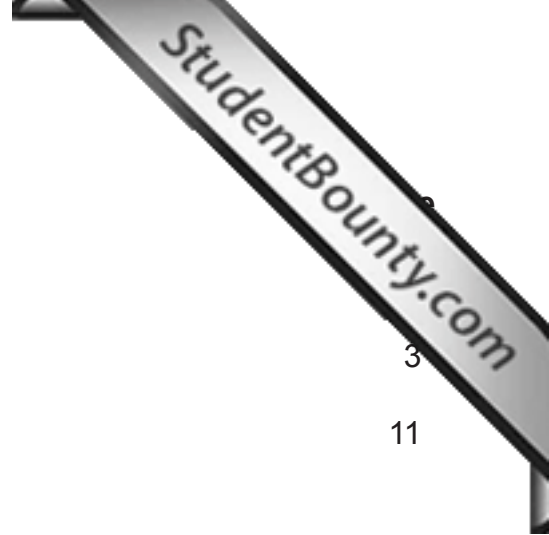
General Marking Instructions

Module 1: The Government and Politics of Northern Ireland

3

Module 2: The British Political Process

11



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

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.

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. When deciding which level of response to award, examiners should look for the “best fit” benchmark. Remember 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.

New
Specification



Rewarding Learning

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

Government and Politics

Assessment Unit AS 1

The Government and Politics of Northern Ireland

[AQ111]

FRIDAY 22 MAY, MORNING

MARK SCHEME

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)

The reason identified in the Source is the different positions of the DUP and Sinn Fein on what is to replace the 11+ and academic selection. Candidates should explain the differences between the parties on this issue and on another issue. The differences between the parties on the transfer of remaining powers from Westminster would be one possibility.

If there is no reference to the source (implicit or explicit), maximum [6] should be awarded. [8]

2 Background

Candidates can approach this in at least two possible ways. First, they could identify the differences in the operation of the two Agreements. Obviously there are many similarities between the two but there are also some differences and candidates should identify and explain what these are. A second approach would be to discuss the differences in the “politics” of the two Agreements. This would involve looking at the positions of the parties in relation to the Agreements and how they changed. Candidates could, for example, point out that the 2007 Agreement was more inclusive in that all four major parties supported it. Candidates could, of course, combine both approaches.

Weaker answers will be limited in the range of differences identified. Stronger answers will make a clear contrast between the two Agreements.

If there is no implicit or explicit reference to the source, a maximum of [3] should be awarded.

If there are no supporting examples, a maximum Level 3 should be awarded.

Level 1 ([1]–[4])

(AO1: [2], AO2: [1], AO3: [1])

The candidate demonstrates little knowledge and understanding of the differences between the Good Friday and St Andrews Agreements 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], AO2: [2], AO3: [2])

The candidate demonstrates basic knowledge and understanding of the differences between the Good Friday and St Andrews' Agreements 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 use of political vocabulary are both basic. There is restricted use of appropriate political vocabulary (AO3).

Level 3 ([8]–[10])

(AO1: [4], AO2: [3], AO3: [3])

The candidate demonstrates mostly accurate knowledge and understanding of the differences between the Good Friday and St Andrews Agreements 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 and evaluation 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 the use of appropriate political vocabulary are limited (AO3).

Level 4 ([11]–[13])

(AO1: [5], AO2: [4], AO3: [4])

The candidate demonstrates full and accurate knowledge and understanding of the differences between the Good Friday and St Andrews Agreements and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis and evaluation 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], AO2: [5], AO3: [5])

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the differences between the Good Friday and St Andrews Agreements and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis and evaluation 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]

3 (a) Background

In 1998 the Ulster Unionist Party remained the largest party of unionism, a position it had enjoyed throughout the 20th century. The continued dominance of the Party seemed assured because of its successful negotiation of the Good Friday Agreement and its prominent position in the new institutions. Indeed, if there were doubts about the future of any party these may have been about the DUP.

Over the next decade the UUP lost this position of dominance. Its electoral performance declined dramatically as unionist voters deserted it for the DUP. The reasons for this decline include increasing disillusionment of unionist voters with the Good Friday Agreement; the continuation of paramilitary violence and the failure of decommissioning; divisions within the UUP and desertions to the DUP; the failure of the UUP to develop a leadership to rival the DUP; the DUP's success in negotiating the St Andrews Agreement and creating a new Executive with Sinn Fein.

Weaker answers will tend to describe how the UUP's representation has changed but be limited on reasons for this. Stronger answers will focus on the reasons.

If no relevant evidence is included a maximum Level 3 should be awarded.

If the candidate provides analysis without any evaluation, a maximum Level 4 should be awarded.

Level 1 ([1]–[6])

(AO1: [2], AO2: [3], AO3: [1])

The candidate demonstrates little knowledge and understanding of the extent to which the Assembly has made the government of Northern Ireland more democratic 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], AO2: [5], AO3: [2])

The candidate demonstrates basic knowledge and understanding of the extent to which the Assembly has made the government of Northern Ireland more democratic 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 use of political vocabulary are both basic. There is restricted use of appropriate political vocabulary (AO3).

Level 3 ([12]–[16])

(AO1: [6], AO2: [1], AO3: [3])

The candidate demonstrates mostly accurate knowledge and understanding of the extent to which the Assembly has made the government of Northern Ireland more democratic 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 and evaluation 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 the use of appropriate political vocabulary are limited (AO3).

Level 4 ([17]–[21])

(AO1: [7], AO2: [9], AO3: [5])

The candidate demonstrates full and accurate knowledge and understanding of the extent to which the Assembly has made the government of Northern Ireland more democratic and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis and evaluation 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], AO2: [11], AO3: [7])

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the extent to which the Assembly has made the government of Northern Ireland more democratic 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). 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).

[26]

3 (b) Background

With the abolition of Stormont in 1972, Northern Ireland entered the extended period of Direct Rule. The political arrangements of Direct Rule were criticised for being undemocratic and some argued that Northern Ireland was being governed like a 19th century colony. This was still the case in 1994 which is the starting point for this specification. Candidates should have some knowledge of how Direct Rule was criticised although reference to the “Democratic Deficit” is not necessary. Devolution of power to Northern Ireland was intended to increase the level of democracy by establishing representative institutions in the province. Candidates should address whether this has been achieved and may refer to the 1998 Assembly but must refer to the 2007 version. A balanced answer is required in which the record of the Assembly is assessed. A key element of this assessment should be the extent to which the Assembly has succeeded in making the Executive accountable.

Weaker answers will tend to make general statements about the record of the Assembly. Stronger answers will put forward a detailed analysis.

If no relevant evidence is provided, a maximum of Level 3 should be awarded.

If the candidate provides analysis without any evaluation, a maximum of Level 4 should be awarded.

Level 1 ([1]–[6])

(AO1: [2], AO2: [3], AO3: [1])

The candidate demonstrates little knowledge and understanding of the extent to which the Assembly has made the government of Northern Ireland more democratic (applies to Level 2–also) 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], AO2: [5], AO3: [2])

The candidate demonstrates basic knowledge and understanding of the reasons for the change in the electoral performance of the UUP 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 use of political vocabulary are both basic. There is restricted use of appropriate political vocabulary (AO3).

Level 3 ([12]–[16])

(AO1: [6], AO2: [7], AO3: [3])

The candidate demonstrates mostly accurate knowledge and understanding of the reasons for the change in the electoral performance of the UUP 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 and evaluation 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 the use of appropriate political vocabulary are limited (AO3).

Level 4 ([17]–[21])

(AO1: [7], AO2: [9], AO3: [5])

The candidate demonstrates full and accurate knowledge and understanding of the reasons for the change in the electoral performance of the UUP and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis and evaluation 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], AO2: [11], AO3: [7])

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the reasons for the change in the electoral performance of the UUP and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis and evaluation of political information, arguments and explanations (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).

[26]

26

Total

50

New
Specification



Rewarding Learning

ADVANCED SUBSIDIARY (AS)
General Certificate of Education
2009

Government and Politics

Assessment Unit AS 2

assessing

Module 2: The British Political Process

[AQ121]

THURSDAY 28 MAY, AFTERNOON

MARK SCHEME

- 1 Candidates may refer to the power to scrutinise the work of individual government departments; to call for persons, papers and records; to call for independent witnesses; to carry out independent research; to publish reports.

[2] for each power identified.

AO1: [4]

[4]

2 Background

The term backbench rebellion refers to the situation when backbench MPs defy the instructions of their party leadership. It is the Party Whips who inform MPs of the leadership's wishes and it is said that backbench rebels are "defying the whip." A rebellion can take the form of abstaining from voting altogether or, more significantly, voting with the opposition. Backbenchers of all parties can rebel but it is clearly rebellions by the government's supporters that are most significant.

Up to [2] for an appropriate definition and up to [2] each for supporting references. An answer that has no supporting example can score a maximum of [4].

AO1: [6]

[6]

3 Background

The principle of collective responsibility is central to the operation of British (and other) governments. One criticism of the principle is that it allows the Prime Minister to dominate the Cabinet because it enables him/her to silence opponents by appointing them to Cabinet and so silencing them. The principle would also allow the PM to get rid of troublesome members of the Cabinet. A third criticism is that the principle prevents open discussion of policy issues. Once a policy has been decided, ministers stick to the 'party line' which prevents open and full debate. A fourth, related criticism, is that the principle promotes a culture of secrecy in government.

An answer that has no supporting example can score a maximum of [8].

Weaker answers will often have only one criticism and lack evidence. Stronger answers will put forward two criticisms and support with evidence.

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

AO1: [10]

[10]

4 Background

One aspect of the political role of the judiciary is to review the actions of the state and other public bodies. The purpose of this is to make sure that these authorities stay within their legally defined powers. This is necessary to protect individual rights and to prevent the arbitrary and unlawful use of political power. The judiciary have the power to declare actions of the state to be "ultra vires", meaning beyond the legal powers of the government. While this is a retrospective power, if the government is still involved in

acting in a way that has been ruled illegal then the activity has to stop. Supporters of judicial review would also argue that the existence of this power prevents governments acting in ways that might be criticised by the judiciary. It is very embarrassing for the government to have its actions reviewed and criticised. The judgement on the stopping of the Serious Fraud Office investigation into British government arms deals with the Saudis is an excellent example of this.

An answer that has no supporting example can score a maximum of Level 4.

Weaker answers will have little understanding of the political role of the judiciary. Stronger answers will understand the point of the question and contain relevant evidence.

Level 1 ([1]–[4])

AO1: [2]; AO2: 1 [1]; AO3: [1]

The candidate demonstrates little knowledge and understanding of how judicial review can act as a check on the government 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]; AO2: [2]; AO3: [2]

The candidate demonstrates basic knowledge and understanding of how judicial review can act as a check on the government 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 structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

Level 3 ([8]–[10])

AO1: [4]; AO2: [3]; AO3: [3]

The candidate demonstrates mostly accurate knowledge and understanding of how judicial review can act as a check on the government 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 the use of appropriate political vocabulary are limited (AO3).

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

The candidate demonstrates full and accurate knowledge and understanding of how judicial review can act as a check on the government 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]; AO2: [5]; AO3: [5]**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of how judicial review can act as a check on the government 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]

5 (a) Background

During the 20th century the powers of the Lords were steadily reduced and this included its power to act as check on the executive. The Blair reforms of the Lords, by removing so many hereditary peers, have increased the government's control over the Upper House. In this view, the Lords is an ornate talking shop while the real work of Parliament goes on in the Commons. The alternative view is that the Lords remains an independent body and retains the ability to scrutinise and check the executive. This is particularly so when the government dominates the Commons through a large majority. During both the Thatcher and Blair periods, the Lords played a significant role in questioning and voting against government policies. For some, the Lords played the role of opposition during these periods and did so effectively.

An answer that has no supporting example can score a maximum of Level 4.

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

Weaker answers will tend to be general in nature and fail to provide detail. Stronger answers will be both balanced and contain detailed evidence.

Level 1 ([1]–[5])**AO1: [2]; AO2: [2]; AO3: [1]**

The candidate demonstrates little knowledge and understanding of the relationship between the executive and the Lords 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]; AO2: [5]; AO3: [2]**

The candidate demonstrates basic knowledge and understanding of the relationship between the executive and the Lords 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 structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

Level 3 ([11]–[15])**AO1: [4]; AO2: [8]; AO3: [3]**

The candidate demonstrates mostly accurate knowledge and understanding of the relationship between the executive and the Lords 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 the use of appropriate political vocabulary are limited (AO3).

Level 4 ([16]–[20])**AO1: [5]; AO2: [11]; AO3: [4]**

The candidate demonstrates full and accurate knowledge and understanding of the relationship between the executive and the Lords 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]; AO2: [13]; AO3: [5]**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the relationship between the executive and the Lords 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). 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). [24]

(b) Background

In theory, the British system operates on the basis of the principle of Cabinet Government. This means that the country is governed by a group of ministers who act collectively and who are jointly responsible for government policy. The Prime Minister is only “first among equals” within the Cabinet. Critics, as far back as Crossman, have argued that this is no longer the case. There has been a steady growth in Prime Ministerial power and a corresponding decline in the power of Cabinet. In the late 20th century this tendency towards ever greater Prime Ministerial power became so pronounced that the view was expressed that Britain now had a Presidential system of government, on the lines of the USA. Cabinet Government was dead.

Candidates should be aware of the factors that have increased the powers of the PM to include patronage and prerogative powers, control over all aspects of Cabinet, increasing use of personal advisers, the ever greater media focus on the PM. This should be balanced with a discussion on the limits of PM power to include restrictions on the exercise of patronage and prerogative powers, the evidence that PMs can not act independently of Cabinet, the significance of the size of the government’s majority and the style of the PM.

An answer that has no supporting example can score a maximum of Level 4.

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

Weaker answers will tend to offer a limited range of arguments for both sides of the debate and be short on hard evidence. Stronger answers will have greater detail and evidence.

Level 1 ([1]–[5])**AO1: [2]; AO2: [2]AO3: [1]**

The candidate demonstrates little knowledge and understanding of the debate about the PM’s control over Cabinet 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]; AO2: [5]; AO3: [2]**

The candidate demonstrates basic knowledge and understanding of the debate about the PM's control over Cabinet 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 structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

Level 3 ([11]–[15])**AO1: [4]; AO2: [8]; AO3: [3]**

The candidate demonstrates mostly accurate knowledge and understanding of the debate about the PM's control over Cabinet and deploys this to answer the question. The answer contains relevant evidence and examples (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 the use of appropriate political vocabulary are limited (AO3).

Level 4 ([16]–[20])**AO1: [5]; AO2: [11]; AO3: [4]**

The candidate demonstrates full and accurate knowledge and understanding of the debate about the PM's control over Cabinet 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]; AO2: [13]; AO3: [5]

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the debate about the PM’s control over Cabinet 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). 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).

[24]

24

Total

60

