

GCE A2

**Government
and Politics**

Summer 2009

Mark Schemes

Issued: October 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.

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ADVANCED
General Certificate of Education
Summer 2009

Government and Politics

Assessment Unit A2 1

assessing

Module 4: The Government and Politics
of the USA

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

[A2Q11]

TUESDAY 12 MAY, AFTERNOON

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the examination is marked consistently and fairly. Mark schemes provide markers with an indication of the nature and range of candidates' 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 should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of an 18-year-old which is the age at which the majority of candidates sit their A2 examinations.

Flexibility in marking

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

Positive Marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do 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 of an 18-year-old A2 candidate. Conversely, marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Levels of response

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of five levels of response which take account of the quality of written communication. In deciding which level of response to award, examiners should look for the "best fit" bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- *Threshold performance*: Response which just merits inclusion in the 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.

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

[1] will be given for each correct identification and up to [4] for the quality of explanation. Examples will be expected. There are a number of core principles in the US Constitution, such as the separation of powers, federalism, democracy, checks and balances and the protection of citizens from tyrannical government. Candidates may select two from these or choose another relevant example. Weaker candidates may fail to identify more than one relevant aspect or fail to provide adequate examples or explanation. Stronger answers will provide full explanations. If no examples included a candidate can score a maximum of Level 3.

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of the core principles of the Constitution. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence. (AO1) Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 3 ([5]–[6])

The candidate demonstrates sound knowledge and understanding of the core principles of the Constitution. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed. (AO1) Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

Level 4 ([7]–[8])

The candidate demonstrates specific knowledge and understanding of the core principles of the Constitution. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([9]–[10])

The candidate demonstrates comprehensive knowledge and understanding of the core principles of the Constitution. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [10]

(b) Background

In this response candidates are expected to produce a balanced argument and therefore in order to attain a grade in the top two levels it is expected that a balanced argument will be constructed with reference to a range of evidence for both sides of the argument. Supporters of the Constitution claim that it has stood the test of time and as a result of its in-built capacity for renewal through both formal and informal amendments can provide a flexible basis for government. Detractors claim that it is outdated and has often been a hindrance to effective government and would cite such examples as gridlock between the legislature and executive and the difficulty in reforming gun laws due to the right to bear arms. Good candidates may refer to recent developments during the Bush administration which show how the executive can get around Constitutional restrictions in times of crisis and indeed how the Constitution can respond to this through the role of the Supreme Court. Weaker candidates will tend to produce a one sided argument or one which lacks evidence. Stronger answers will be both balanced and well supported with evidence. If an answer includes no evidence/examples a candidate can score a maximum of Level 3. A one-sided, unbalanced response can score a maximum of Level 4.

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Level 4 ([13]–[16])

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

Level 5 ([17]–[20])

The candidate demonstrates comprehensive knowledge and understanding of the debate about whether the Constitution needs to be fundamentally reformed. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced. (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [20]

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2 (a) Background

[1] will be given for each correct identification and up to [4] for the quality of explanation. Examples will be expected. The independence of the Supreme Court is a fundamental principle of the Constitution and regarded as the main safeguard for American democracy. In examining potential threats to this independence candidates may refer to the appointment process, paying particular attention to the attempts by the Bush administration to sway this in favour of the executive. Candidates may also note the criticisms justices have made of the increasing criticisms they have suffered from the Republican Party due to their perceived liberalism in the last 10 years. Many justices, most notably the former justice Sandra Day O'Connor, believe that this has led to an increase in physical attacks on members of the judiciary and has led to justices taking a more conservative stance. Further it is always a possibility that the number of Supreme Court Justices could be altered by executive and legislative action as this is not stipulated in the Constitution. Weaker candidates may fail to identify two clear ways in which independence is undermined or may fail to fully explain, with suitable examples, those they have identified. Stronger answers will clearly identify two ways in which Supreme Court independence can be undermined. If no examples included a candidate can score a maximum of Level 3.

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of the ways in which the independence of the Supreme Court can be undermined. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence. (AO1) Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 3 ([5]–[6])

The candidate demonstrates sound knowledge and understanding of the ways in which the independence of the Supreme Court can be undermined. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed. (AO1) Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

Level 4 ([7]–[8])

The candidate demonstrates specific knowledge and understanding of the ways in which the independence of the Supreme Court can be undermined. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([9]–[10])

The candidate demonstrates comprehensive knowledge and understanding of the ways in which the independence of the Supreme Court can be undermined. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [10]

(b) Background

In this response candidates are expected to produce a balanced argument and therefore in order to attain a grade in the top two 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 may consider the limitations on the power of the Supreme Court, such as the inability to initiate cases; the inability to enforce decisions; limitations on case load due to time; and financial restrictions. It should be explained how these have hampered the Court's capacity to act. However, it is clear that the Supreme Court has played a vital role in American political life with landmark rulings in the areas of civil rights, women's rights and the rights of the accused. As such the Court is often thrust into the political spotlight. It is expected that candidates will demonstrate a solid understanding of why this situation arises and of the importance of the support of public opinion for the Supreme Court if their rulings are to be adhered to. Weaker candidates may tend to produce a one sided argument or one which is lacking in supporting evidence. Stronger answers will have a firm understanding of the point of the question and be balanced. If an answer includes no evidence/examples a candidate can score a maximum of Level 3. A one-sided, unbalanced response can score a maximum of Level 4.

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Level 4 ([13]–[16])

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

Level 5 ([17]–[20])

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

[20]

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3 (a) Background

[1] will be given for each correct identification and up to [4] for the quality of explanation. Examples will be expected. There are a number of ways by which American political parties receive funding, such as private wealth of candidates; fundraising events in local areas; donations from individuals or groups. Further there is a distinction in American politics between so-called 'soft money' – donations for the party in general, and 'hard money' money donated for a specific candidate. Candidates may also mention the close connection between the Republican Party and big business with relation to funding and the connection between the Democrats and the trade unions. Weaker candidates may fail to make two clear identifications or will produce a response which is lacking in evidence or has a poor quality of explanation for the points made. Stronger answers will fully understand how US parties are funded. If no examples are included a candidate can score a maximum of levels.

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of the ways in which US political parties are funded. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence. (AO1) Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 3 ([5]–[6])

The candidate demonstrates sound knowledge and understanding of the ways in which US political parties are funded. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed. (AO1) Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

Level 4 ([7]–[8])

The candidate demonstrates specific knowledge and understanding of the ways in which US political parties are funded. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([9]–[10])

The candidate demonstrates comprehensive knowledge and understanding of the ways in which US political parties are funded. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [10]

(b) Background

In this response candidates are expected to produce a balanced argument and therefore in order to attain a grade in the top two levels it is expected that a balanced argument will be constructed with reference to a range of evidence for both sides of the argument. Supporters of the proposition would argue that the political parties are still very important in the United States for a number of reasons. They provide a unifying force in Congress and the country as a whole; they provide a political label for potential political candidates; they are the main organising bodies in Congress. Detractors would, however, argue that the US party system is weak compared to Europe; that members of Congress will often put their constituency before their party; that the whip system is often ineffective; and that the party labels mean very little due to regional differences within the parties. Candidates will be expected to assess these positions and come to a firm conclusion, using evidence, in order to answer the question. Weaker candidates may tend to produce one sided responses or fail to provide adequate evidence to support their argument. Stronger answers will display clear understanding of the point of the question. If an answer includes no evidence/examples a candidate can score a maximum of Level 3. A one-sided, unbalanced response can score a maximum of Level 4.

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Level 4 ([13]–[16])

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

Level 5 ([17]–[20])

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

[20]

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Section A

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

[1] will be given for each correct identification and up to [4] for the quality of explanation, examples will be expected. The formal amendment of Bunreacht na hEireann involves the passage of a Bill through both Houses of the Oireachtas, and the consent of the people through a referendum. In theory the President can also initiate a referendum, though this power has never been exercised. Strengths of this process include enhancing the democratic process by increasing the participation of the electorate in the decision making process; gaining a direct answer to a specific question; helping to educate the public on political issues especially since the McKenna judgement; strengthening the legitimacy of the political process; and providing a means for formal constitutional change.

Weaker answers will tend to identify relevant strengths but not discuss them in any detail. Stronger answers will correctly identify and discuss, with examples, two strengths of the formal amendment process. If no examples included a candidate can score a maximum of Level 3.

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of the formal amendment process. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence. (AO1) Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 3 ([5]–[6])

The candidate demonstrates sound knowledge and understanding of the formal amendment process. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed. (AO1) Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

Level 4 ([7]–[8])

The candidate demonstrates specific knowledge and understanding of the formal amendment process. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). The candidate

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

Level 5 ([9]–[10])

The candidate demonstrates comprehensive knowledge and understanding of the formal amendment process. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [10]

(b) Background

In this response candidates are expected to produce a balanced argument and therefore in order to attain a grade in the top two levels it is expected that a balanced argument will be constructed with reference to a range of evidence for both sides of the argument.

Bunreacht na hEireann provides the basic framework for politics in the Irish Republic and was largely the creation of Eamonn de Valera who not only wrote most of the document but also piloted it through the Dail and presented it to the Irish people. While de Valera included mechanisms for constitutional change, such change was very rare in the three decades immediately after the enactment of Bunreacht na hEireann. The Irish Republic has experienced considerable change in the years since Bunreacht na hEireann was enacted. Urbanisation, economic development, secularisation, immigration and greater integration with Europe have all helped transform Irish society. This has led some commentators to suggest that the constitution is no longer relevant to the needs of modern Ireland and should be replaced by a new document. Others have argued that constitutional amendments and, in particular, Judicial Review have allowed the constitution to adapt to the recent changes.

Weaker answers will tend to identify a number of changes to Bunreacht na hEireann without directly addressing the question and/or focus on only one side of the argument. Stronger answers will tend to demonstrate a detailed knowledge of how Ireland has changed since 1937 and will assess the extent to which changes to the constitution have enabled it to remain relevant to Ireland today. If an answer includes no evidence/examples a candidate can score a maximum of Level 3. A one-sided, unbalanced response can score a maximum of Level 4.

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Level 4 ([13]–[16])

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

Level 5 ([17]–[20])

The candidate demonstrates comprehensive knowledge and understanding of the debate about whether the constitution needs to be changed. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced. (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [20]

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2 (a) Background

[1] will be given for each correct identification and up to [4] for the quality of explanation, examples will be expected. Although very weak compared to most other European countries, local councils in Ireland do provide some important powers including the provision of some essential services and the extension of democracy and representation.

Weaker answers will tend to identify relevant powers but not discuss them in any detail. Stronger answers will correctly identify and discuss, with examples, two powers. If no examples included a candidate can score a maximum of Level 3.

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of the powers of local government. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence. (AO1) Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 3 ([5]–[6])

The candidate demonstrates sound knowledge and understanding of the powers of local government. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed. (AO1) Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

Level 4 ([7]–[8])

The candidate demonstrates specific knowledge and understanding of the powers of local government. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([9]–[10])

The candidate demonstrates comprehensive knowledge and understanding of the powers of local government. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). The candidate

communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [10]

(b) Background

In this response candidates are expected to produce a balanced argument and therefore in order to attain a grade in the top two levels it is expected that a balanced argument will be constructed with reference to a range of evidence for both sides of the argument.

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

Weaker answers will tend to consider only one side of the argument and/or provide a list of the problems facing local government. Stronger answers will present a balanced answer that is supported by relevant evidence. If an answer includes no evidence/examples a candidate can score a maximum of Level 3. A one-sided, unbalanced response can score a maximum of Level 4.

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

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

Level 3 ([9]–[12])

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

Level 4 ([13]–[16])

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

Level 5 ([17]–[20])

The candidate demonstrates comprehensive knowledge and understanding of Irish local government. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced. (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [20]

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3 (a) Background

[1] will be given for each correct identification and up to [4] for the quality of explanation, examples will be expected. Sinn Fein has been slowly building an electoral profile in the Republic of Ireland in recent years. However, the 2007 General election did not bring the major gains in Dail representation that the party, and many commentators, expected. The Party obviously is most closely associated with the desire to bring about a united Ireland. Sinn Fein also highlight their Euro scepticism and their commitment to Irish neutrality. Other principles will be accepted, provided they are argued effectively.

Weaker answers will tend to identify relevant core principles but not discuss them in any detail. Stronger answers will correctly identify and discuss, with examples, two core principles. If no examples included a candidate can score a maximum of Level 3.

Level 1 ([1]–[2])

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

Level 2 ([3]–[4])

The candidate demonstrates general knowledge and understanding of the core principles of Sinn Fein. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence. (AO1) Communication is clear with use of appropriate political vocabulary. The standard of QWC is fair as is the structure and presentation of ideas (AO3).

Level 3 ([5]–[6])

The candidate demonstrates sound knowledge and understanding of the core principles of Sinn Fein. The response demonstrates clear understanding of the point of the question. A range of relevant evidence is presented and the question is addressed. (AO1) Communication is good and there is frequent use of appropriate political vocabulary. The standard of QWC is good as is the structure and presentation of ideas (AO3).

Level 4 ([7]–[8])

The candidate demonstrates specific knowledge and understanding of the core principles of Sinn Fein. The answer demonstrates detailed understanding of the point of the question, makes reference to a wide range of relevant evidence and consistently addresses the question (AO1). The candidate communicates effectively and makes use of a range of appropriate political vocabulary. The standard of QWC is very good, as is the structure and presentation of ideas (AO3).

Level 5 ([9]–[10])

The candidate demonstrates comprehensive knowledge and understanding of the core principles of Sinn Fein. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [10]

(b) Background

In this response candidates are expected to produce a balanced argument and therefore in order to attain a grade in the top two levels it is expected that a balanced argument will be constructed with reference to a range of evidence for both sides of the argument.

Traditionally the left has struggled to make an impact in Irish politics. In terms of elections the Labour Party has always lagged well behind the ‘catch-all’ parties, especially Fianna Fail. In the last twenty years, however, there were some indications that this situation might be about to change. The election of Mary Robinson to the Presidency in 1990 and the 33 seats gained by Labour in the 1992 election led some commentators to suggest that change was indeed underway. While the success of Labour was not maintained other parties – the Green Party, Socialist Party and Sinn Fein – began to win seats in the Dail and present a radical challenge to traditional political models in Ireland. None of these parties did well in the 2007 General Election and the traditional ‘two and a half party’ model appears to have returned. The successes of the Celtic Tiger also present difficulties for left wing parties seeking votes in modern Ireland.

Weaker answers will tend to focus on the results of the 2007 election with little analysis. Stronger answers will discuss the fortunes of the left in Irish politics in the past and offer an assessment of their position and prospects today. If an answer includes no evidence/examples a candidate can score a maximum of Level 3. A one-sided, unbalanced response can score a maximum of Level 4.

Level 1 ([1]–[4])

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

Level 2 ([5]–[8])

The candidate demonstrates general knowledge and understanding of the significance of the left in Irish politics. The response demonstrates understanding of the point of the question and the majority of material presented is relevant and addresses the question. The answer contains relevant evidence (AO1). An answer is constructed which makes partial

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

Level 3 ([9]–[12])

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

Level 4 ([13]–[16])

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

Level 5 ([17]–[20])

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

[20]

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Section B

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Total

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Rewarding Learning

**ADVANCED
General Certificate of Education
2009**

Government and Politics

Assessment Unit A2 2

assessing

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

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

[A2Q21]

FRIDAY 22 MAY, MORNING

MARK SCHEME

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the examination is marked consistently and fairly. Mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' response. 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 should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of an 18-year-old which is the age at which the majority of candidates sit their A2 examinations.

Flexibility in marking

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

Positive Marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do 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 of an 18-year-old A2 candidate. Conversely, marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Levels of response

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of five levels of response which take account of the quality of written communication. In deciding which level of response to award, examiners should look for the "best fit" bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- *Threshold performance*: Response which just merits inclusion in the 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.

Section A

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

1 [1] for identification plus [1]–[2] for explanation of any **two** ways in which MPs can check the executive. (AO1) In addition to asking questions candidates may refer to Select Committees, Public Bill Committees, debates. [6] 6

2 **Background**

Source B refers to the second time that President Bush employed the Presidential power of veto. Bush has been remarkable in that he has used the veto power much less frequently than his predecessors. The Constitution empowers the President to block Congressional Bills that he disapproves of. This effectively means that the Bill is lost. This is one of the checks and balances that are found throughout the US system. Congress can overturn a Presidential veto but this requires a super majority that is very difficult to achieve. Candidates may also refer to the pocket veto which is when a President delays signing a Bill until Congress has adjourned which results in the Bill being lost. [7] 7

3 **Background**

Both Sources suggest that the representative role is a key responsibility of elected representatives in both the UK and USA. The accepted view is that this is much more so in the United States than in Britain. In Britain, political parties are central to MPs being elected and, therefore, it is arguably more important that the MP remains a loyal supporter of their party. Serving constituents comes second. In the USA, by contrast, parties are less important and representatives gain election or re-election on the basis of service to their constituents. “Pork barrel” politics are much more prevalent in the US than the UK. Members of Congress are unlikely to survive unless they have a proven track record of serving those who elected them. They are willing to put party loyalty second to this. There is, however, some evidence of MPs being under growing pressure to be effective representatives. Certainly this aspect of MPs’ work is growing, suggesting that voters are demanding more of those that represent them.

Weaker answers will tend to be descriptive accounts of the representative role of MPs and Members of Congress. Stronger answers will focus on the different pressures on representatives in the two systems.

If an answer does not include any evidence/examples beyond the source it can score a maximum of level 4

If an answer does not refer to the sources it can score a maximum of level 3

An answer that refers to only one source can score a maximum of level 4

An unbalanced answer can score a maximum of 3

Level 1 ([1]–[2])

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

Level 2 ([3]–[5])

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

Level 3 ([6]–[7])

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

Level 4 ([8]–[10])

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

Level 5 ([11]–[12])

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

12

4 Background

One of the central functions of both the UK Parliament and the US Congress is to act as a check on their respective executives. The question states that Parliament is more effective in this watchdog role than Congress. The Sources lend some support to such an analysis. The US source suggests that President Bush effectively got his way in the face of Congressional concern. The UK source refers to a growing backbench rebellion in opposition to government nuclear policy.

The reality is more complicated and many would suggest that it is Congress that plays a more important watchdog role. This is not so much the case over foreign policy, especially since 9/11, but even in this area there is growing Congressional assertiveness. In the UK the executive has a majority in the Commons and also has a range of powers at its disposal to ensure that it gets its way. This, combined with strict party discipline, results in Parliament being more of a “poodle” than a “watchdog” in the view of many observers.

Weaker answers will tend to rely heavily on the Sources and will not present a valid picture of the watchdog role of Parliament and Congress. Stronger answers will take a more critical approach and offer a more accurate picture.

If an answer does not include any evidence/examples beyond the source it can score a maximum of level 4

If an answer does not refer to the sources it can score a maximum of level 3

An answer that refers to only one source can score a maximum of level 4

An unbalanced answer can score a maximum of 3

Level 1 ([1]–[3])

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

Level 2 ([4]–[6])

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

Level 3 ([7]–[9])

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

Level 4 ([10]–[12])

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

Level 5 ([13]–[15])

The candidate demonstrates comprehensive knowledge and understanding of the watchdog role of Parliament and Congress. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary. The standard of QWC is excellent, as is the structure and presentation of ideas (AO3). [15]

Section A

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Section B

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

1 [1] for identification plus [1]–[2] for explanation of two prerogative powers. Prerogative powers do not require the consent of Parliament. Formally, these powers can be exercised by the reigning monarch, but in reality they are exercised by the Prime Minister. These powers include: the appointment and dismissal of ministers; the dissolution of Parliament and the calling of elections; the award of dignities and honours; the declaration of war and the appointment of bishops and archbishops in the Church of England. The Source refers to the power to make public appointments. [6] 6

2 Background

Source A contains the claim that the British Prime Minister is an increasingly presidential figure. This refers to the belief that power has become increasingly centralised in the hands of the Prime Minister with a corresponding decline in the power of the Cabinet. A presidential style of government involves a single individual dominating the executive rather than a collective approach to policy making. All other members of the executive are subservient to the leader. The popularity of the executive is dependent upon the popularity of the leader. [7] 7

3 Background

Source A contains the claim that the British Prime Minister is an increasingly presidential figure. This refers to the belief that power has become increasingly centralised in the hands of the Prime Minister with a corresponding decline in the power of the Cabinet. Both Margaret Thatcher and Tony Blair are identified as Prime Ministers who have controlled the power of the office of Prime Minister and often by-passed their respective cabinets. Source C discusses the entry of the Green Party into a Fianna Fail led coalition government following the General Election of 2007. The article speculates on the number of government positions the Greens will be given and the likely areas where disputes over policy will arise. While Prime Ministers such as Blair and Thatcher were able to by-pass their Cabinets at times they were not able to ignore them completely. Both leaders had powerful enemies in government and it could be argued that how they dealt with such ministers contributed to their fall from power. In the Republic of Ireland the trend towards coalition government has placed more focus on the cabinet as attempts to ignore coalition partners can prove fatal to a government. Weaker answers will tend to focus on the personalities concerned and/or fail to offer a direct comparison, relying heavily on the sources. Stronger answers will refer to the sources and assess the relative importance of Cabinet Government in Britain and the Republic of Ireland.

If an answer does not include any evidence/examples beyond the source it can score a maximum of level 4

If an answer does not refer to the sources it can score a maximum of level 3

An answer that refers to only one source can score a maximum of level 4

An unbalanced answer can score a maximum of 3

Level 1 ([1]–[2])

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

Level 2 ([3]–[5])

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

Level 3 ([6]–[7])

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

Level 4 ([8]–[10])

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

Level 5 ([11]–[12])

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

[12]

12

4 Background

In Source A Gordon Brown sets out his intention to increase the power of MPs to hold the government to account. This includes limiting some of his prerogative powers. In Source D the authors claim that while the Dail does not control the government it can exercise a degree of control over it. Often MPs are presented as mere lobby fodder, easily controlled by the party whips to ensure blind obedience to the party leaders. While it can be difficult for Parliament to hold the government to account there is lots of evidence that no government can take Parliament for granted. This is particularly true when the government has a small majority. In the Republic of Ireland the government generally gets its legislation through and this is encouraged by the importance of brokerage for TDs. However the government is careful to ensure that backbench views are taken into account when formulating policy. This has also been the case with British governments in recent years, with the executive having to make major concessions to the backbenches.

Weaker answers will tend to rely heavily on the sources and not directly compare the effectiveness of the Dail and Parliament. Stronger answers will refer to the sources but also make a direct comparison of the two, with reference to relevant evidence.

If an answer does not include any evidence/examples beyond the source it can score a maximum of level 4

If an answer does not refer to the sources it can score a maximum of level 3

An answer that refers to only one source can score a maximum of level 4

An unbalanced answer can score a maximum of 3

Level 1 ([1]–[3])

The candidate demonstrates limited knowledge and understanding of the extent to which the executive controls the legislature in the UK and Republic but there are some gaps in this knowledge and understanding

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

Level 2 ([4]–[6])

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

Level 3 ([7]–[9])

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

Level 4 ([10]–[12])

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

Level 5 ([13]–[15])

The candidate demonstrates comprehensive knowledge and understanding of the extent to which the executive controls the legislature in the UK and Republic. The answer demonstrates full understanding of the point of the question, makes reference to a wide range of relevant evidence and addresses the question thoroughly (AO1). An answer is constructed that makes detailed reference to a range of relevant arguments and is fully balanced (AO2). The candidate communicates very effectively and makes use of a wide range of appropriate political vocabulary.

The standard of QWC is excellent, as is the structure and presentation of ideas (AO3).

[15]

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Section B

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Total

80



Rewarding Learning

**ADVANCED
General Certificate of Education
2009**

Government and Politics

Assessment Unit A2 3

assessing

Module 8: Political Power

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

[A2Q31]

FRIDAY 22 MAY, MORNING

**MARK
SCHEME**

General Marking Instructions

Introduction

Mark schemes are intended to ensure that the examination is marked consistently and fairly. Mark schemes provide markers with an indication of the nature and range of candidates' responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' response. 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 should be looking for a quality of response reflecting the level of maturity which may reasonably be expected of an 18-year-old which is the age at which the majority of candidates sit their A2 examinations.

Flexibility in marking

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

Positive Marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for what candidates know, understand and can do 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 of an 18-year-old A2 candidate. Conversely, marks should only be awarded for valid responses and no marks should be awarded for an answer which is completely incorrect or inappropriate.

Levels of response

Mark schemes for questions which require candidates to respond in extended written form are marked on the basis of five levels of response which take account of the quality of written communication. In deciding which level of response to award, examiners should look for the "best fit" bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award to any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners.

- *Threshold performance*: Response which just merits inclusion in the 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.

Section A

Module 8: Political Power

1 Background

Elite Theorists and Marxists both believe that power is very definitely concentrated in the hands of the few in modern democracies. Elite Theorists believe that elites dominate not only the political system but all aspects of society. Marxists argue that the key to understanding modern democracies is recognising that the levers of power are operated by a cohesive ruling class.

Elite Theorists and Marxists differ over whether this is “inevitable”. The former are certain that elite rule is an inevitable feature of all societies and that Michels’ “Iron Law of Oligarchy” best describes this. Marxists differ in that they believe the concentration of power is not inevitable. In a fundamentally different, socialist, society power would not be concentrated. Pluralists believe that, in modern liberal democracies, power is not concentrated. A variety of mechanisms exist in such societies to ensure that power is widely dispersed.

Legitimate responses to Question 1 may take several forms.

First, a response that focuses upon the major theories of political power and seeks to assess the view of each on whether the concentration of power is an inevitable feature of all political systems. Such a response will typically look at those theories that emphasise the concentration of power in Liberal Democracies – Elite Theories and Marxism – and then assess the differences between them. The Pluralist analysis will also be discussed. Candidates must broaden their analysis beyond liberal democracies given the question.

Weaker answers will tend to be a prepared account of theories of power. Stronger answers will focus on the “inevitability” of the concentration of power.

Second, a response that examines the various ways in which attempts have been made to prevent the concentration of political power is also legitimate. This could involve the consideration of constitutions and Bills of Rights; of mechanisms such as federalism, separation of powers, devolution; of the action of the media and pressure groups. In considering these candidates should seek to assess whether each has been successful in preventing the concentration of power.

Third, candidate may legitimately undertake a detailed analysis of a range of political systems, evaluating whether some or all of them have involved the concentration of political power.

Other types of response should be considered and assessed in terms of the extent to which they address the question.

For an answer that does not contain any examples or evidence, maximum Level 3. For an answer that refers to only one political system, maximum Level 3. An answer that contains no evaluation or is unbalanced, maximum Level 3.

Level 1 ([1]–[6])

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

Level 2 ([7]–[12])

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

Level 3 ([13]–[18])

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

Level 4 ([19]–[24])

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

Level 5 ([25]–[30])

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

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2 Background

It is widely accepted that the preservation of democracy and individual liberty requires that there are limits placed upon the power of the state. This is even more pressing when the trend is one of state power increasing. To avoid the dangers of increased state power those who have designed constitutions have sought to put in place mechanisms intended to limit the power of the central state.

Federalism is one of the most widely employed mechanisms and many constitutions are federal in nature. Critics of federalism argue that it has often failed to prevent the steady growth of central state power. Devolution is subject to even greater criticism, given that devolved authorities are more clearly subservient to the central state. By creating alternative bases of power within the central state itself, the separation of powers is seen by many to be an effective way of restricting state power. Consociationalist arrangements are yet another constitutional device that has obviously influenced the structure of institutions in Northern Ireland.

Candidates should be able to describe a range of these mechanisms and be able to provide concrete examples of them in operation. Weaker candidates will tend to have little or no evaluation but this will evaluative approach will be a feature of stronger answers.

For an answer that does not contain any examples or evidence, maximum Level 3. For an answer that refers to only one political system, maximum Level 3. An answer that contains no evaluation or is unbalanced, maximum Level 3.

An answer that refers to only one mechanism – maximum Level 3.

An answer that refers to two or three mechanisms – maximum Level 4.

Level 1 ([1]–[6])

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

Level 2 ([7]–[12])

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

Level 3 ([13]–[18])

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

Level 4 ([19]–[24])

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

Level 5 ([25]–[30])

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

Section A

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

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

Given that individuals did not have the ability to behave as the French Revolutionaries believed, the sort of liberty that the Revolutionaries sought to establish was not desirable. Burke believed that actions should be guided by the traditions and customs of society that had proved their worth by surviving through the ages. Individuals should also look to their 'betters' for guidance and the elite had an obligation to discipline the masses. Any attempt to construct a political system based on individual reason and liberty could only result in the chaos in France that so appalled Burke at this time. The state, if properly established, would provide the leadership and direction that the masses needed. Such a state would be made up of those who had demonstrated their ability to lead, largely through their possession of wealth.

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

For an answer that does not contain any examples or evidence, maximum Level 3. For an answer that refers to only one political system, maximum Level 3. An answer that contains no evaluation or is unbalanced, maximum Level 3.

Level 1 ([1]–[6])

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

Level 2 ([7]–[12])

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

Level 3 ([13]–[18])

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

Level 4 ([19]–[24])

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

Level 5 ([25]–[30])

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

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2 Background

Central to the Communist Manifesto is the belief that the capitalist era was similar to nearly all previous periods in human history. The vast majority of the population were exploited and oppressed by the wealthy and powerful minority. What was unique to capitalism was the degree of this exploitation. The nature of the capitalist system would result in the ruling class having to increase their exploitation of the proletariat. There would be a process of increasing “immiseration” of the proletariat because of this ever increasing exploitation. Marx and Engels believed that the misery of the proletariat would affect all aspects of their life and would in the end give the workers no choice but to rise up and overthrow the system that oppressed them.

Critics of the Manifesto argue that this analysis of capitalism is incorrect. The misery of the proletariat has not increased, in fact, the reverse has occurred. The revolution that the Manifesto predicted has not appeared. Supporters of Marx and Engels argue that the picture of human misery caused by capitalism remains fundamentally accurate. Weaker answers will display little knowledge of the analysis of capitalism put forward in the Manifesto. Stronger answers will have detailed knowledge of this.

For an answer that does not contain any examples or evidence, maximum Level 3. For an answer that refers to only one political system, maximum Level 3. An answer that contains no evaluation or is unbalanced, maximum Level 3.

Level 1 ([1]–[6])

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

Level 2 ([7]–[12])

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

Level 3 ([13]–[18])

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

Level 4 ([19]–[24])

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

Level 5 ([25]–[30])

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

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Section B

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Total

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