

**Published Mark Schemes for  
GCE A2 Government and Politics**

**Summer 2010**

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MARK SCHEMES (2010)

Foreword

***Introduction***

Mark Schemes are published to assist teachers and students in their preparation for examinations. Through the mark schemes teachers and students will be able to see what examiners are looking for in response to questions and exactly where the marks have been awarded. The publishing of the mark schemes may help to show that examiners are not concerned about finding out what a student does not know but rather with rewarding students for what they do know.

***The Purpose of Mark Schemes***

Examination papers are set and revised by teams of examiners and revisers appointed by the Council. The teams of examiners and revisers include experienced teachers who are familiar with the level and standards expected of 16- and 18-year-old students in schools and colleges. The job of the examiners is to set the questions and the mark schemes; and the job of the revisers is to review the questions and mark schemes commenting on a large range of issues about which they must be satisfied before the question papers and mark schemes are finalised.

The questions and the mark schemes are developed in association with each other so that the issues of differentiation and positive achievement can be addressed right from the start. Mark schemes therefore are regarded as a part of an integral process which begins with the setting of questions and ends with the marking of the examination.

The main purpose of the mark scheme is to provide a uniform basis for the marking process so that all the markers are following exactly the same instructions and making the same judgements in so far as this is possible. Before marking begins a standardising meeting is held where all the markers are briefed using the mark scheme and samples of the students' work in the form of scripts. Consideration is also given at this stage to any comments on the operational papers received from teachers and their organisations. During this meeting, and up to and including the end of the marking, there is provision for amendments to be made to the mark scheme. What is published represents this final form of the mark scheme.

It is important to recognise that in some cases there may well be other correct responses which are equally acceptable to those published: the mark scheme can only cover those responses which emerged in the examination. There may also be instances where certain judgements may have to be left to the experience of the examiner, for example, where there is no absolute correct response – all teachers will be familiar with making such judgements.

The Council hopes that the mark schemes will be viewed and used in a constructive way as a further support to the teaching and learning processes.

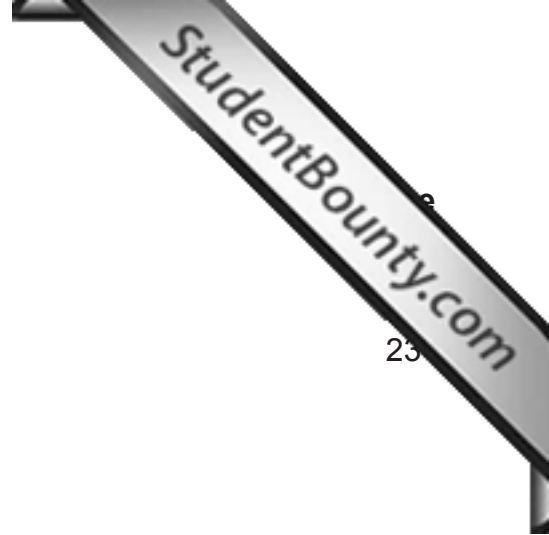


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New  
Specification



*Rewarding Learning*

**ADVANCED**  
**General Certificate of Education**  
**2010**

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## **Government and Politics**

Assessment Unit A2 1

Comparative Government

**[AQ211]**

**FRIDAY 21 MAY, AFTERNOON**

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# **MARK SCHEME**

## General Marking Instructions

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

### Quality of candidates' responses

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

### Flexibility in marking

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

### Positive marking

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

### Types of mark schemes

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

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

### Levels of response

Questions requiring extended written answers are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best 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 this level and should be awarded a mark at or near the bottom of the range.

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

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



### Quality of written communication

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

Section A

1 Background

One of the primary purposes of those who wrote the US Constitution was to produce a document that would protect the rights of minorities. The inclusion of the Bill of Rights is perhaps the clearest expression of this intention. Over the past 200 years the Constitution has been further amended to secure the objective of protecting minority rights and supporters of the Constitution would claim that it has been remarkably successful. The election of the first Black US President is perhaps the best evidence of how well the Constitution has achieved its goal. On the other hand, critics would challenge the idea that the Constitution was intended to protect minorities, in spite of the appearance that it protects all. They would claim that its purpose was to further the interests of the dominant social groups in the US and this remains the case. At times the mask slips and the Constitution's failure to protect minorities has been clearly revealed.

Weaker answers will tend to rely upon the Source and provide little further evidence. Better answers will be balanced and will offer a range of evidence.

If there is no reference to the Source, a maximum of Level 4 can be achieved. If there is no reference to evidence/examples, a maximum of Level 3 can be achieved.

If there is no balance/evaluation a maximum of Level 4 can be achieved.

**Level 1 ([1]–[6])**

AO1 [2]; AO2 [3]; AO3 [1]

The candidate demonstrates limited knowledge and understanding of the debate about how far the Constitution has protected minority rights and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or contains no evidence or examples (AO1). There is little analysis and evaluation of political information, arguments and explanations (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited. (AO3).

**Level 2 ([7]–[12])**

AO1 [4]; AO2 [6]; AO3 [2]

The candidate demonstrates outline knowledge and understanding of the debate about how far the Constitution has protected minority rights but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

**Level 3 ([13]–[18])**

AO1 [6]; AO2 [9]; AO3 [3]

The candidate demonstrates sound knowledge and understanding of the debate about how far the Constitution has protected minority rights but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1).

There is sound analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

**Level 4 ([19]–[24])**

AO1 [7]; AO2 [12]; AO3 [5]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the debate about how far the Constitution has protected minority rights and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([25]–[30])**

AO1 [8]; AO2 [15]; AO3 [7]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the debate about how far the Constitution has protected minority rights and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [30]

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## Section B

BLE

### 2 Background

The term “limited government” refers to a situation in which there are major restrictions on the role and power of the state. The purpose of this is to prevent an authoritarian and oppressive state emerging. There are many ways in which limited government can be achieved including separation of powers, federalism, devolution and a constitution that clearly establishes the limits to the power of the state.

(AO1: [5])

If no example is given the candidate can be awarded a maximum of [4]. [5]

5

### 3 Background

With the constant pressure of having to seek re-election, the effective performance of their representative role is the number one priority of members of the House of Representatives. Representatives will be extremely active in their electoral district as intermediaries between voters and all sorts of authorities. They will also seek to be active at Congressional level in securing benefits for their area in the time honoured process of “bringing home the bacon.” Answers should seek to demonstrate how the legislative process in the US gives Representatives more opportunities to secure benefits for their area.

If no examples/evidence are included, a maximum of Level 4 can be achieved. If only one means of representation is included, a maximum of Level 3 can be achieved.

#### Level 1 ([1]–[2])

AO1 [1]; AO2 [1]

The candidate demonstrates limited knowledge and understanding of how Representatives can carry out their representative function and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or no evidence or examples (AO1). There is little analysis of political information, arguments and explanations (AO2).

#### Level 2 ([3]–[4])

AO1 [2]; AO2 [2]

The candidate demonstrates outline knowledge and understanding of how Representatives can carry out their representative function but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant general or irrelevant material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations (AO2).

#### Level 3 ([5]–[6])

AO1 [3]; AO2 [3]

The candidate demonstrates sound knowledge and understanding of how Representatives can carry out their representative function but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question. The response contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations (AO2).

**Level 4 ([7]–[8])**

AO1 [4]; AO2 [4]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of how Representatives can carry out their representative function and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations (AO2).

**Level 5 ([9]–[10])**

AO1 [5]; AO2 [5];

The candidate demonstrates precise knowledge and understanding of how Representatives can carry out their representative function and deploys this to produce an exemplary response to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations (AO2).

[10]

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**4 Background**

In keeping with legislatures in other democratic societies, Congress and Parliament have a crucial scrutiny role. Both have extensive powers of scrutiny and, in theory, the presence of the executive in the legislature should give Parliament more chance to scrutinise the executive than is the case in Congress. However, the much lower level of party discipline and the independent funding of members of Congress means that they are much more likely to act independently as scrutinisers than members of the UK Parliament. The fearsome reputation of Congressional Committees is the best evidence of the greater scrutiny powers of Congress, in contrast to the weakness of Select and Public Bill Committees in the UK.

However, it could be argued that Congress has not always been that effective in scrutinising the executive and to dismiss Parliament altogether is wrong.

Weaker answers will tend to be unbalanced and offer a limited range of evidence. Stronger answers will both compare and contrast and will have greater evidence.

If there is no reference to examples/evidence, a maximum of Level 3 can be achieved.

If there is no balance/evaluation, a maximum of Level 4 can be achieved.

If there is reference to only one political system, a maximum of Level 3 can be achieved.

**Level 1 ([1]–[5])**

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

The candidate demonstrates limited knowledge and understanding of the scrutiny role of Congress and Parliament and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

**Level 2 ([6]–[10])**

AO1 [3]; AO2 [5]; AO3 [2]

The candidate demonstrates outline knowledge and understanding of the scrutiny role of Congress and Parliament but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

**Level 3 ([11]–[15])**

AO1 [4]; AO2 [8]; AO3 [3]

The candidate demonstrates sound knowledge and understanding of the scrutiny role of Congress and Parliament but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

**Level 4 ([16]–[20])**

AO1 [5]; AO2 [11]; AO3 [4]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the scrutiny role of Congress and Parliament and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([21]–[25])**

AO1 [6]; AO2 [14]; AO3 [5]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the scrutiny role of Congress and Parliament and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[25]

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**5 (a) Background**

The view that the British Prime Minister has become increasingly “Presidential” over the past forty years has given rise to the view that the gap between the powers of the PM and those of the President has narrowed. In this view there has been a steady erosion of cabinet government in the UK to the point where the PM is dominant. US Presidents would always have looked at the PM’s prerogative powers with envy. Now British PMs no longer have to face constraints from their Cabinet as well. The PM also enjoys a majority in the Commons and employs a system of strict party discipline in controlling the legislature.

The alternative view is that the “Presidential” Prime Minister argument is an exaggeration. Even on a domestic level the PM faces considerable constraints in their control over both the cabinet and the legislature. As the new US President has demonstrated, there is still a significant gap in powers.

Weaker answers will lack balance and have limited concrete evidence. Stronger answers will have more evidence and be better balanced.

If there is no reference to evidence/examples, a maximum of Level 3 can be achieved.

If there is no balance/evaluation in the answer, a maximum of Level 4 can be achieved.

If there is reference to only one political system, a maximum of Level 3 can be achieved.

**Level 1 ([1]–[6])**

AO1 [2]; AO2 [3]; AO3 [1]

The candidate demonstrates limited knowledge and understanding of the powers of the President and Prime Minister and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

**Level 2 ([7]–[12])**

AO1 [4]; AO2 [6]; AO3 [2]

The candidate demonstrates outline knowledge and understanding of the powers of the President and Prime Minister but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

**Level 3 ([13]–[18])**

AO1 [6]; AO2 [9]; AO3 [3]

The candidate demonstrates sound knowledge and understanding of the powers of the President and Prime Minister but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

**Level 4 ([19]–[24])**

AO1 [7]; AO2 [12]; AO3 [5]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the powers of the President and Prime Minister and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([25]–[30])**

AO1 [8]; AO2 [15]; AO3 [7]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the powers of the President and Prime Minister and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[30]

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**(b) Background**

One ingredient of a democratic political system is that the legislature should not be a puppet of the executive but should possess a strong degree of independence to act as a scrutiny and legislative body. This theory seems to operate more effectively in the USA, largely because of the stricter application of the principle of separation of powers. The greater power of party in Britain and the fact that the executive is part of the legislature in the UK also contribute to a much greater degree of executive control. But this is not the complete picture. Executive dominance in the UK is never certain and Parliament has proven repeatedly that the government cannot treat it with contempt. The last decade has been a period of increased parliamentary independence.

It would also be wrong to underestimate the capacity of the executive in the US to manipulate and control Congress, especially when the same party is in control of both the White House and Congress.



Weaker answers will lack balance and have limited concrete evidence.  
Stronger answers will have more evidence and be better balanced.

If there is no reference to evidence/examples, a maximum of Level 3 can be achieved.

If there is no balance/evaluation in the answer, a maximum of Level 4 can be achieved.

If there is reference to only one political system, a maximum of Level 3 can be achieved.

### **Level 1 ([1]–[6])**

AO1 [2]; AO2 [3]; AO3 [1]

The candidate demonstrates limited knowledge and understanding of executive control over the legislature in the USA and UK and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited. (AO3).

### **Level 2 ([7]–[12])**

AO1 [4]; AO2 [6]; AO3 [2]

The candidate demonstrates outline knowledge and understanding of executive control over the legislature in the USA and UK but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

### **Level 3 ([13]–[18])**

AO1 [6]; AO2 [9]; AO3 [3]

The candidate demonstrates sound knowledge and understanding of executive control over the legislature in the USA and UK but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good.

A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

**Level 4 ([19]–[24])**

AO1 [7]; AO2 [12]; AO3 [5]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of executive control over the legislature in the USA and UK and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([25]–[30])**

AO1 [8]; AO2 [15]; AO3 [7]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of executive control over the legislature in the USA and UK and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[30]

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Section A

1 Background

One view of the Irish Constitution is that it has done a very good job in protecting individual rights. Although often dismissed as a purely confessional document, the 1937 constitution was based upon solid liberal democratic principles including the state's duty to respect individual rights. Since 1937, and especially since the 1960s, the Constitution has been amended and re-interpreted to ensure that it continues to defend rights. The Source refers to abortion and this particular area has been changed both by judicial review and by formal amendment. Supporters claim that the Constitution does a very good job in defending rights.

Critics argue that the confessional reputation of the Constitution was fully deserved. For example, the ban on divorce remained until the mid 1960s. Critics also assert that the Constitution has not been adequately amended to protect rights such as those of women and unmarried couples. While there have been many judicial reviews and amendments the Constitution still fails to establish the right to abortion, requiring thousands of Irish women to exercise their right in the UK.

Weaker answers will tend to rely upon the Source and provide little further evidence. Better answers will be balanced and will offer a range of evidence.

If there is no reference to the Source, a maximum of Level 4 can be achieved. If there is no reference to evidence/examples, a maximum of Level 3 can be achieved.

If there is no balance/evaluation a maximum of Level 4 can be achieved.

**Level 1 ([1]–[6])**

AO1 [2]; AO2 [3]; AO3 [1]

The candidate demonstrates limited knowledge and understanding of the debate about how well the Constitution protects individual rights and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or contains no evidence or examples (AO1). There is little analysis and evaluation of political information, arguments and explanations (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited. (AO3).

**Level 2 ([7]–[12])**

AO1 [4]; AO2 [6]; AO3 [2]

The candidate demonstrates outline knowledge and understanding of the debate about how well the Constitution protects individual rights but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

**Level 3 ([13]–[18])**

AO1 [6]; AO2 [9]; AO3 [3]

The candidate demonstrates sound knowledge and understanding of the debate about how well the Constitution protects individual rights but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

**Level 4 ([19]–[24])**

AO1 [7]; AO2 [12]; AO3 [5]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the debate about how well the Constitution protects individual rights and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([25]–[30])**

AO1 [8]; AO2 [15]; AO3 [7]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the debate about how well the Constitution protects individual rights and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[30]

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**2 Background**

Brokerage refers to a practice that is very much a feature of Irish politics but is by no means unique to Ireland. Irish political representatives play the role of broker between their constituents and public bodies. The TD or local councillor is expected to be very active in pressurising public bodies to positively respond to the grievances and demands of electors. The expectation is that voters will then reward the representative through re-election. The STV electoral system is believed to contribute significantly to brokerage by forcing TDs in multi-member constituencies to compete for votes with party colleagues as well as other parties.

(AO1 [5])

If no example is given, the candidate can be awarded a maximum of [4]. [5] 5

**3 Background**

Question Time in the Dail is, in theory, a major mechanism by which TDs can scrutinise the work of the executive by directly questioning ministers on their policies and actions. Ministers are required to appear on a regular basis and answer questions orally or to provide written responses. Ministers cannot ignore a question but must provide a response. Question Time provides a way in which detailed information about the conduct of public affairs can be made public. It also provides an opportunity for TDs to demonstrate to their constituents that they are actively looking out for their interests.

If no examples/evidence are included, a maximum of Level 4 can be achieved. If only one function of Question Time is included, a maximum of Level 3 can be achieved.

**Level 1 ([1]–[2])**

AO1 [1]; AO2 [1]

The candidate demonstrates limited knowledge and understanding of the role of Question Time in the Dail and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or no evidence or examples (AO1). There is little analysis of political information, arguments and explanations (AO2).

**Level 2 ([3]–[4])**

AO1 [2]; AO2 [2]

The candidate demonstrates outline knowledge and understanding of the role of Question Time in the Dail but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant general or irrelevant material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations (AO2).

**Level 3 ([5]–[6])**

AO1 [3]; AO2 [3]

The candidate demonstrates sound knowledge and understanding of the role of Question Time in the Dail but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question. The response contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations (AO2).

**Level 4 ([7]–[8])**

AO1 [4]; AO2 [4]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the role of Question Time in the Dail and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations (AO2).

**Level 5 ([9]–[10])**

AO1 [5]; AO2 [5]

The candidate demonstrates precise knowledge and understanding of the role of Question Time in the Dail and deploys this to produce an exemplary response to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations (AO2).

[10]

10

**4 Background**

For many years it was accepted that committees in the British Parliament were much more effective than those in Dail Eireann. In spite of their many limitations, Select Committees in the Commons were much more effective scrutiny bodies than those in the Dail. Even Standing Committees in the Commons, with their even greater limitations, did provide some legislative scrutiny unlike those in the Irish Parliament. The Lords had a limited number of important committees that contributed to the review of both the British executive and European legislation. The Seanad, by contrast, was a part-time talking shop.

In recent years the Irish committee system has been reformed with the intention of making it more effective in scrutinising the executive. There are potentially important joint committees of both the Dail and Seanad that have not insignificant powers. Perhaps the biggest difference is that the payments made to committee chairs indicates the importance of the role and encourages TDs to take the job seriously.

There has been less reform of the committee system in the UK with Public Bill Committees replacing Standing, although the former do have slightly more powers.

Weaker answers will tend to be unbalanced and offer a limited range of evidence. Stronger answers will both compare and contrast and will have greater evidence.

If there is no reference to examples/evidence, a maximum of Level 3 can be achieved.

If there is no balance/evaluation, a maximum of Level 4 can be achieved.

If there is reference to only one political system, a maximum of Level 3 can be achieved.

**Level 1 ([1]–[5])**

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

The candidate demonstrates limited knowledge and understanding of the committee systems in Parliament and the Dail and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

**Level 2 ([6]–[10])**

AO1 [3]; AO2 [5]; AO3 [2]

The candidate demonstrates outline knowledge and understanding of the committee systems in Parliament and the Dail but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

**Level 3 ([11]–[15])**

AO1 [4]; AO2 [8]; AO3 [3]

The candidate demonstrates sound knowledge and understanding of the committee systems in Parliament and the Dail but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

**Level 4 ([16]–[20])**

AO1 [5]; AO2 [11]; AO3 [4]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the committee systems in Parliament and the Dail and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([21]–[25])**

AO1 [6]; AO2 [14]; AO3 [5]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the committee systems in Parliament and the Dail and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[25]

25

**5 (a) Background**

The British and Irish political systems are both parliamentary democracies in which the executive comes from a party which has an overall majority in the democratically elected part of the legislature. This should ensure that the executive has control over the legislature because of its majority. In the last 25 years this has been more apparent in the UK than in the Republic of Ireland. Recent Irish governments have been coalitions because no party has been able to secure an overall majority on its own. The accepted view is that this will result in Irish governments having less control over the legislature than their British counterparts, all of which have enjoyed comfortable majorities in recent years.

The alternative view is that because TDs are so preoccupied with constituency work the government is able to hold sway in the Dail. What is more, TDs that support the coalition government are reluctant to rock the boat in case they should bring down the coalition. By contrast, in recent years British governments have had many difficulties in both Houses of Parliament and have not been able to "steam-roller" them as they would in the past.

Weaker answers will lack balance and have limited concrete evidence. Stronger answers will have more evidence and be better balanced.

If there is no reference to evidence/examples, a maximum of Level 3 can be achieved.

If there is no balance/evaluation in the answer, a maximum of Level 4 can be achieved.

If there is reference to only one political system, a maximum of Level 3 can be achieved.

**Level 1 ([1]–[6])**

AO1 [2]; AO2 [3]; AO3 [1]

The candidate demonstrates limited knowledge and understanding of executive control over the legislature in the UK and Republic of Ireland and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

**Level 2 ([7]–[12])**

AO1 [4]; AO2 [6]; AO3 [2]

The candidate demonstrates outline knowledge and understanding of executive control over the legislature in the UK and Republic of Ireland but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).



**Level 3 ([13]–[18])**

AO1 [6]; AO2 [9]; AO3 [3]

The candidate demonstrates sound knowledge and understanding of executive control over the legislature in the UK and Republic of Ireland but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

**Level 4 ([19]–[24])**

AO1 [7]; AO2 [12]; AO3 [5]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of executive control over the legislature in the UK and Republic of Ireland and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([25]–[30])**

AO1 [8]; AO2 [15]; AO3 [7]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of executive control over the legislature in the UK and Republic of Ireland and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [30]

30

**(b) Background**

Most commentators would accept that both the British Prime Minister and the Irish Taoiseach have become increasingly powerful within their respective political systems in recent years. The reasons for this are very similar: the tendency of both leaders to make more use of personal advisers rather than their cabinets; the decline of cabinet government as PM and Taoiseach exert more personal control over policy; the tendency of the media to personalise politics by focusing on the head of the executive. The PM and Taoiseach also enjoy extensive patronage powers. Taken together these factors suggest that the PM and Taoiseach are unassailable. The reality is that both are vulnerable, but less from their rivals in other parties and more from their party colleagues. The truism that all parties are coalitions of different factions and interests has been repeatedly demonstrated in recent years. Defeat of a leader by the opposition is far less likely than defeat by colleagues who see a leader as an electoral liability.

Weaker answers will lack balance and have limited concrete evidence.  
Stronger answers will have more evidence and be better balanced

If there is no reference to evidence/examples, a maximum of Level 3 can be achieved.

If there is no balance/evaluation in the answer, a maximum of Level 4 can be achieved.

If there is reference to only one political system, a maximum of Level 3 can be achieved.

### **Level 1 ([1]–[6])**

AO1 [2]; AO2: [3]; AO3: [1]

The candidate demonstrates limited knowledge and understanding of the constraints on the Prime Minister in the UK and Republic of Ireland and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

### **Level 2 ([7]–[12])**

AO1 [4]; AO2 [6]; AO3 [2]

The candidate demonstrates outline knowledge and understanding of the constraints on the Prime Minister in the UK and Republic of Ireland but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

### **Level 3 ([13]–[18])**

AO1 [6]; AO2 [9]; AO3 [3]

The candidate demonstrates sound knowledge and understanding of the constraints on the Prime Minister in the UK and Republic of Ireland but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

### **Level 4 ([19]–[24])**

AO1 [7]; AO2 [12]; AO3 [5]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the constraints on the Prime Minister in the UK and Republic of Ireland and uses this to fully address the requirements

of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([25]–[30])**

AO1 [8]; AO2 [15]; AO3 [7]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the constraints on the Prime Minister in the UK and Republic of Ireland and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[30]

30

**Total**

**100**



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## **Government and Politics**

### **Assessment Unit A2 2**

#### **Political Power and Political Ideas**

**[AQ221]**

**FRIDAY 28 MAY, MORNING**

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# **MARK SCHEME**

## General Marking Instructions

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

### Quality of candidates' responses

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

### Flexibility in marking

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

### Positive marking

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

### Types of mark schemes

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

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

### Levels of response

Questions requiring extended written answers are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the 'best 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 this level and should be awarded a mark at or near the bottom of the range.

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

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

## Quality of written communication

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

## Option A: Political Power

BLE

### 1 Background

The Source is a statement of the Elite Theory view of political power. The evidence for this includes the idea that democracy is an idea rather than an achievable goal; that rule by the few or a single leader is the reality; that an Iron Law of Oligarchy operates; that the masses are neither interested in, nor capable of, participating in the exercise of democracy.

(AO1 [7]; AO2 [3])

[10]

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If a candidate fails to refer to the Source, a maximum of [6] can be awarded.  
If there is no evidence beyond the Source, a maximum of [6] can be awarded.

### 2 Background

Elite Theory has been attacked on several grounds. First, the theory is based upon an essentially negative view of human nature. The mass of the population are ignorant, stupid, selfish and easily led. They are simply incapable of exercising democratic responsibilities. Critics, especially liberals, would reject this view and argue that the people in modern liberal democracies are capable of being active citizens in a participatory democracy. Liberal democracies also demonstrate that oligarchy is not inevitable and that representative democracy can and does work. It is elite regimes that tend to be less durable than democracies. Marxists would criticise Elite Theory for failing to recognise that ownership of wealth is the key to political power. Feminists would argue that Elite Theory fails to acknowledge the patriarchal nature of political power in all societies.

If a candidate fails to refer to the Source, a maximum of Level 3 can be awarded.  
If there is no evidence beyond the Source, a maximum of Level 3 can be awarded.

#### Level 1 ([1]–[3])

AO1 [1]; AO2 [1]; AO3 [1]

The candidate demonstrates limited knowledge and understanding of the criticisms of Elite Theory and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

#### Level 2 ([4]–[6])

AO1 [2]; AO2 [2]; AO3 [2]

The candidate demonstrates outline knowledge and understanding of criticisms of Elite Theory but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).



**Level 3 ([7]–[9])**

AO1 [3]; AO2 [3]; AO3 [3]

The candidate demonstrates sound knowledge and understanding of criticisms of Elite Theory but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

**Level 4 ([10]–[12])**

AO1 [4]; AO2 [4]; AO3 [4]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of criticisms of Elite Theory and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([13]–[15])**

AO1 [5]; AO2 [5]; AO3 [5]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of criticisms of Elite Theory and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[15]

15

**3 (a) Background**

There is considerable evidence to support the view that the existence of democratic structures is a key factor in securing the legitimacy of the state. People are more likely to support the state if they can participate in choosing those who exercise state power; if they have a choice of potential political leaders; if they believe that elections are fair and open; if they can exert pressure upon the executive through participation in pressure groups; if they believe that those who exercise power are accountable and can be removed from power. It is certainly the case that liberal democracies are among the most legitimate political systems. It is not always true that democratic systems enjoy a high level of legitimacy and there is evidence that other factors can over-ride the legitimising effects of democratic structures. It could be said that this was the case in Weimar Germany, in many post-colonial systems and, arguably, under the Stormont system in Northern Ireland. It is also the case that legitimacy can arise from other factors as Max Weber argued in his typology of authority a century ago. Traditional and charismatic sources of authority and legitimacy as apparent today as ever. The significance of other factors, such as the capacity of the state to deliver continuously rising living standards should also not be disregarded.

Weaker answers will display only a limited grasp of the bases of legitimacy and have limited concrete evidence. Stronger answers will display more detailed understanding and offer a broad range of evidence.

An answer that contains no evidence/examples can achieve a maximum of Level 3.

An answer that refers to only one political system can achieve a maximum of Level 3.

An answer that is unbalanced/contains no evaluation can achieve a maximum of Level 4.

### **Level 1 ([1]–[7])**

AO1 [1]; AO2 [4]; AO3 [2]

The candidate demonstrates limited knowledge and understanding of the sources of legitimacy and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

### **Level 2 ([8]–[14])**

AO1 [2]; AO2 [8]; AO3 [4]

The candidate demonstrates outline knowledge and understanding of the sources of legitimacy but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

### **Level 3 ([15]–[21])**

AO1 [3]; AO2 [12]; AO3 [6]

The candidate demonstrates sound knowledge and understanding of the sources of legitimacy but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

### **Level 4 ([22]–[28])**

AO1 [4]; AO2 [16]; AO3 [8]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the sources of legitimacy and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and

explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

### **Level 5 ([29]–[35])**

AO1 [5]; AO2 [19]; AO3 [11]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the sources of legitimacy and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [35]

35

### **(b) Background**

The range of factors that can undermine the legitimacy of a state is limitless. The factors are also unique to each political system. It would be appropriate to focus on the legitimacy of the state and those factors that lead the population to give their allegiance to the political structures. When those factors disappear it is then that the state can begin to experience instability. If, for example, the state's legitimacy is based upon the existence of democratic institutions and processes then, should those institutions and processes be undermined, the state's legitimacy is affected and instability may result. Alternatively, if legitimacy derives from the charisma of a political leader then the discrediting or death of that leader can have serious consequences for the state. Economic crises, natural disasters, widening social differences and war are some of the other factors that can lead to instability.

It is not only internal factors that can affect the state's stability. Other nations, collectively or individually can affect a state through sanctions, diplomatic isolation or invasion. Specific examples as in Question 3(a) could be provided.

Weaker answers will display only a limited grasp of the causes of instability and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence.

An answer that contains no evidence/examples can achieve a maximum of Level 3.

An answer that refers to only one political system can achieve a maximum of Level 3.

An answer that is unbalanced/contains no evaluation can achieve a maximum of Level 4.

### **Level 1 ([1]–[7])**

AO1 [1]; AO2 [4]; AO3 [2]

The candidate demonstrates limited knowledge and understanding of the causes of instability and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities

and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

**Level 2 ([8]–[14])**

AO1 [2]; AO2 [8]; AO3 [4]

The candidate demonstrates outline knowledge and understanding of the causes of instability but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

**Level 3 ([15]–[21])**

AO1 [5]; AO2 [5]; AO3 [5]

The candidate demonstrates sound knowledge and understanding of the causes of instability but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

**Level 4 ([22]–[28])**

AO1 [4]; AO2 [16]; AO3 [8]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the causes of instability and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([29]–[35])**

AO1 [5]; AO2 [19]; AO3 [11]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the causes of instability and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing

and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [35]

BLE

## Option B: Political Ideas

BLE

### 1 Background

It is the Socialist view that is expressed in the Source, specifically the Revolutionary Socialist perspective. The Source provides several reasons for this conclusion: the inherent instability of capitalism, the polarisation of wealth, the belief that the working class are the “losers” under capitalism and the idea that capitalism is heading for collapse.

(AO1 [6]; AO2 [3])

[9]

9

If a candidate fails to refer to the Source, a maximum of [6] can be awarded.

If there is no reference to evidence beyond the Source, a maximum of [6] can be awarded.

### 2 Background

Critics of Socialism and its analysis and critique of capitalism would argue, first of all, that capitalism has been a remarkably stable economic system. It has not experienced the ever worsening crises predicted by Marx and has proved itself to be a much more durable system than both fascism and socialism. The increasing exploitation of the proletariat has not happened. Instead the living standards of working people have risen over the past century, undermining any support for the revolutionary overthrow of capitalism. The advent of social democracy has resulted in a fairer distribution of wealth in society.

If a candidate fails to refer to the Source, a maximum of Level 3 can be awarded.

If there is no evidence beyond the Source presented, a maximum of Level 3 can be awarded.

#### Level 1 ([1]–[3])

AO1 [1]; AO2 [1]; AO3 [1]

The candidate demonstrates limited knowledge and understanding of the criticisms of Socialism and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

#### Level 2 ([4]–[6])

AO1 [2]; AO2 [2]; AO3 [2]

The candidate demonstrates outline knowledge and understanding of criticisms of Socialism but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

**Level 3 ([7]–[9])**

AO1 [3]; AO2 [3]; AO3 [3]

The candidate demonstrates sound knowledge and understanding of criticisms of Socialism but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

**Level 4 ([10]–[12])**

AO1 [4]; AO2 [4]; AO3 [4]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of criticisms of Socialism and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([13]–[15])**

AO1 [5]; AO2 [5]; AO3 [5]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of criticisms of Socialism and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[15]

15

**3 (a) Background**

Central to Burke's attack upon the French Revolution was his view of human nature. While the Revolutionaries were convinced of the capacity of human beings for rational thought and action, Burke was convinced that this was most certainly not the case. Human beings were driven by the basest instincts and were simply incapable of acting as the Revolutionaries hoped. This belief of Burke's underpinned the rest of his political philosophy. He believed that democracy would result in mob rule; that the masses needed to be controlled and disciplined by the natural hierarchy; that the customs and traditions that the French had discarded were crucial to the preservation of order and civilisation; that freedom was only possible in the context of strict law and order.

Liberal critics of Burke have consistently rejected what they see as the reactionary nature of his ideas. Burke employs a false view of human nature in order to justify his opposition to progressive change. He seeks to justify the preservation of an unfair and illiberal society. Socialist critics agree and also suggest that Burke wished to preserve the status quo on behalf of the ruling class.

Weaker answers will display only a limited grasp of Burke's ideas and those of his critics. Stronger answers will display more detailed knowledge of those ideas and criticisms.

An answer that contains no evidence/examples can be awarded a maximum of Level 3.

An answer that is unbalanced/contains no evaluation can achieve a maximum of Level 4.

### **Level 1 ([1]–[7])**

AO1 [1]; AO2 [4]; AO3 [2]

The candidate demonstrates limited knowledge and understanding of Burke's view of human nature and his critics and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

### **Level 2 ([8]–[14])**

AO1 [2]; AO2 [8]; AO3 [4]

The candidate demonstrates outline knowledge and understanding of Burke's view of human nature and his critics but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

### **Level 3 ([15]–[21])**

AO1 [3]; AO2 [12]; AO3 [6]

The candidate demonstrates sound knowledge and understanding of Burke's view of human nature and his critics but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

### **Level 4 ([22]–[28])**

AO1 [4]; AO2 [16]; AO3 [8]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of Burke's view of human nature and his critics and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political



systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

### **Level 5 ([29]–[35])**

AO1 [5]; AO2 [19]; AO3 [11]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of Burke's view of human nature and his critics and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[35]

35

### **(b) Background**

In *On Liberty* Mill asserts that freedom is threatened by many things but the emerging "tyranny of the majority" was his greatest concern. He believed that individual freedom was at risk from the "despotism of custom" and the tendency of society to impose its rules of conduct on all citizens. He thought that this posed a greater danger to freedom than that found in autocratic regimes. To avoid this danger he advocated his "one very simple principle" which, if followed, would protect individual liberty. He further believed that where liberty flourished society individuals and society would progress. Conservative critics of Mill argue that his view that individuals are rational creatures who do not need the guidance and rules of society is a fallacy. Mill's principle would not only lead to less freedom but would throw society back into some barbaric state, rather than lead to progress. Socialist critics allege that Mill was concerned only with the freedom of an intellectual elite and that his proposals would do little or nothing to achieve the progress of the majority of the exploited poor.

Weaker answers will display only a limited grasp of the bases of the arguments of *On Liberty* and have limited concrete evidence. Stronger answers will display more detailed knowledge and offer a broad range of evidence.

An answer that contains no evidence/examples can achieve a maximum of Level 3.

An answer that refers to only one political system can achieve a maximum of Level 3.

An answer that is unbalanced/contains no evaluation can achieve a maximum of Level 4.

### **Level 1 ([1]–[7])**

AO1 [1]; AO2 [4]; AO3 [2]

The candidate demonstrates limited knowledge and understanding of Mill's proposals and their critics and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities

and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

**Level 2 ([8]–[14])**

AO1 [2]; AO2 [8]; AO3 [4]

The candidate demonstrates outline knowledge and understanding of Mill's proposals and their critics but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

**Level 3 ([15]–[21])**

AO1 [3]; AO2 [12]; AO3 [6]

The candidate demonstrates sound knowledge and understanding of Mill's proposals and their critics but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

**Level 4 ([22]–[28])**

AO1 [4]; AO2 [16]; AO3 [8]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of Mill's proposals and their critics and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

**Level 5 ([29]–[35])**

AO1 [5]; AO2 [19]; AO3 [11]

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of Mill's proposals and their critics and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly

convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[35]

**Total**

**60**

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