



ADVANCED
General Certificate of Education
2011

Government and Politics

Assessment Unit A2 1

Comparative Government

[AQ211]

MONDAY 23 MAY, AFTERNOON

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 level and range of candidate responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark schemes should be read in conjunction with these general marking instructions which apply to all papers.

Quality of candidates' responses

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

Flexibility in marking

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

Positive marking

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

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

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

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

Quality of written communication

Quality of written communication is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These questions are assessed 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 that level. 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

The failure of the Equal Rights Amendment was seen as proof that the US Constitution was an almost impossible document to amend. Critics of the Constitution used this to argue that powerful vested interests were able to prevent change to the Constitution thus preventing progressive development. The ability of the NRA to prevent any change in the right to bear arms is another area where necessary change has been prevented. The Constitution also gives the States rights to block positive change. Those who would defend the Constitution would argue that it can be updated through judicial review and other methods. Amendment should be reserved for issues where the mass of the population are agreed that change is needed. In this view it is appropriate that the Constitution should be difficult to change as this prevents impulsive and bad reforms. Candidates need to support both arguments with relevant evidence. 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.

An answer that makes no reference to the Source can be awarded a maximum of Level 4.

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

An answer that is totally unbalanced can be awarded a maximum of Level 4.

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

The candidate demonstrates limited knowledge and understanding of the debate about the reform of the Constitution 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 the reform of the Constitution 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 the reform of the Constitution 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 the reform of the Constitution 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, wide ranging and sophisticated knowledge and understanding of the debate about the reform of the Constitution 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)

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Section A

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Section B

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2 Background

The term pork-barrelling is used to refer to the activity that members of Congress engage in as an essential part of their political survival. They must be seen to be active in securing federal support for their areas in the form of jobs, contracts, infrastructural development or siting of defence facilities. Members of Congress are therefore involved in complicated bargaining with the executive which is eager to secure their vote. If no example is provided a maximum of [4] can be awarded.

AO1: [5]

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3 Background

The powers of Senate Committees are very considerable and make the Senate one of the most powerful legislative bodies in the world. The Committees have the power to scrutinise legislation and they can and do make major changes to legislative proposals. Committees also are empowered to ratify, or not, Presidential appointments. Treaties signed by the President have to receive the approval of the Senate and the Foreign Relations Committee would play the dominant part in this.

An answer that refers to only one role of committees can be awarded a maximum of Level 3.

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

AO1: [5]; AO2: [5]

Level 1 ([1]–[2]) AO1: [1]; AO2: [1]

The candidate demonstrates limited knowledge and understanding of the powers of Senate Committees 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 powers of Senate Committees 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 powers of Senate Committees 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 powers of Senate Committees 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 powers of Senate Committees 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

There would appear to be very obvious contrasts between the significance of the Cabinet in the UK and USA. In theory, the British system is one of Cabinet Government with Executive decisions being made collectively. In contrast, the US system is a Presidential one, with Executive power being clearly vested in the hands of the President and the US Cabinet serving a subordinate role. This is, in the view of most commentators, still true of the United States. However, many commentators argue that it is no longer true of the UK because the expansion of Prime Ministerial power has reduced the role of Cabinet and is leading to a Presidential system similar to that of the USA.

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.

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

An answer that is unbalanced and focuses much more on one system than the other can be awarded a maximum of Level 4.

An answer that contains no evaluation/balance can be awarded a maximum of Level 4.

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

The candidate demonstrates limited knowledge and understanding of the role of the Cabinet in the UK and USA 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 role of the Cabinet in the UK and USA 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 role of the Cabinet in the UK and USA 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 role of Cabinet in the UK and USA 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, wide ranging and sophisticated knowledge and understanding of the role of the Cabinet in the UK and USA 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]

5 (a) Background

It has been frequently argued that the legislative function of British MPs has been steadily eroded by the growing power of the Executive over legislation. It is government that now controls the legislative agenda and the vast majority of laws are now those that the Executive proposes. In this view, MPs are reduced to the role of “rubber-stamping” legislation rather than being active legislators. In contrast, Members of Congress are active legislators. The US Executive is not able to control the legislative agenda and Members of Congress are very much involved in initiating, amending and defeating legislation. However, it is important to note that there is a very high failure rate for legislation in the US and if effectiveness is to be judged in this way then Members of Congress may not be such effective law makers. Weaker answers will lack balance and have limited concrete evidence. Stronger answers will have more evidence and be better balanced. An answer that contains no evidence/examples can be awarded a maximum of Level 3.

An answer that is totally unbalanced can be awarded a maximum of Level 4.

An answer that focuses much more on one system than the other can be awarded a maximum of Level 4.

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

The candidate demonstrates limited knowledge and understanding of the legislative powers of MPs and Members of Congress 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 legislative powers of MPs and Members of Congress 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 legislative powers of MPs and Members of Congress 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 legislative powers of MPs and Members of Congress 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, wide ranging and sophisticated knowledge and understanding of the legislative powers of MPs and Members of Congress 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]

(b) Background

This question is about the representative function of MPs and Members of Congress. It is argued that, for a variety of reasons, Members of Congress must be much more focused upon representing

their constituents and securing largesse for the area they represent. The first reason for this is that political parties have much less control over Members of Congress and party discipline and loyalty are much less significant than in the UK. A second, related, reason is that Members of Congress are not funded in the same way as MPs and thus are not as reliant upon the party as their UK counterparts. In short, the party is not as vital to Members of Congress as it is to MPs. On the other hand, Members of Congress do have concerns other than their constituents, specifically large interest groups. It is also true that party loyalty is not absent in the US. It may be the case that the suggestion that representing voters comes first may be too simplistic a statement. It may also be simplistic to suggest that MPs can pay limited attention to the needs of their voters.

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

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

An answer that is totally unbalanced can be awarded a maximum of Level 4.

An answer that focuses much more on one political system than the other can be awarded a maximum of Level 4.

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

The candidate demonstrates limited knowledge and understanding of the representative role of MPs and Members of Congress 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 representative role of MPs and Members of Congress 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 representative role of MPs and Members of Congress 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 representative role of MPs and Members of Congress 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, wide ranging and sophisticated knowledge and understanding of the representative role of MPs and Members of Congress 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)

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Section B

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Option A

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Section A

1 Background

There are two distinct views of the Irish Constitution. The first is that the principles enshrined in the 1937 document continue to cast a malign influence over Irish society. Critics argue that, in spite of the reforms that have taken place, the Constitution still embodies the ideas of Eamon de Valera. For example, the essentially Catholic nature of the Constitution persists and is a barrier to progressive social reform in areas such as abortion and the family. The sexist principles so evident in 1937 are also still present. The Constitution also supports a particular form of localised politics that has served the Republic very badly. On the other hand, supporters of the Constitution tend to emphasise the positive nature of many of the original principles. They argue that it was a remarkably liberal document in terms of the recognition of individual rights and the limits on state power. It also, as the Source notes, was conciliatory to Northern Unionists. The Constitution also recognised the realities of Ireland's relationship with Britain. So while the details of the Constitution may have had to be changed, the underlying principles are still sound. Candidates need to support both arguments with relevant evidence.

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.

An answer that makes no reference to the Source can be awarded a maximum of Level 4.

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

An answer that is totally unbalanced can be awarded a maximum of Level 4.

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

The candidate demonstrates limited knowledge and understanding of the debate about the Constitution 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 the Constitution 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 the Constitution 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 the Constitution 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, wide ranging and sophisticated knowledge and understanding of the debate about the Constitution 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)

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Section A

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2 Background

The principle of ministerial responsibility is found in both the British and Irish political systems and therefore candidates may refer to either political system or both. The principle applies to members of the government. Government ministers are responsible for the actions of their department and its members. They “carry the can” for any failures of policy and performance. Ministerial responsibility also extends to the individual conduct of ministers who must not abuse their position to their own advantage. Should either failure occur a minister is expected to resign. If no relevant example is included, a maximum of [4] may be awarded.

AO1: [5]

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3 Background

The primary function of Oireachtas committees is one of scrutiny of the Executive. Attempts have been made to strengthen their scrutiny role. Joint Dail/Seanad membership has been established in order to deal with the issue of poor attendance and participation in committee work. The introduction of a system of payments for senior committee members was a further attempt to boost the status and attractiveness of being involved in committees.

An answer that refers to only one role of committees can be awarded a maximum of Level 3.

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

Level 1 ([1]–[2]) AO1: [1]; AO2: [1]

The candidate demonstrates limited knowledge and understanding of Oireachtas committees 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 Oireachtas committees 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 Oireachtas committees 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 Oireachtas committees 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 Oireachtas committees 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

As the Irish Republic follows the Westminster model, it is not surprising that both systems are, in theory, based upon the principle of Cabinet Government. Policy is decided and decisions taken collectively and ministers are bound to those decisions arrived at. There are those who would argue that the position of the Cabinet has been eroded in both systems as the powers of the Prime Minister and Taoiseach have expanded. It has been suggested that this has gone further in the UK because of the prevalence of coalitions in the Republic in the last quarter century. The Taoiseach who presides over a coalition must involve the Cabinet to a much greater extent in order to preserve the coalition. This effectively limits the tendency to centralise power in the hands of the Taoiseach. 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.

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

An answer that is unbalanced and focuses much more on one system than the other can be awarded a maximum of Level 4.

An answer that contains no evaluation/balance can be awarded a maximum of Level 4.

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

The candidate demonstrates limited knowledge and understanding of the role of the cabinet in the UK and 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 ([6]–[10]) AO1: [3]; AO2: [5]; AO3: [2]

The candidate demonstrates outline knowledge and understanding of the role of the Cabinet in the UK and 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 ([11]–[15]) AO1: [4]; AO2: [8]; AO3: [3]

The candidate demonstrates sound knowledge and understanding of the role of the Cabinet in the UK and 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 ([16]–[20]) AO1: [5]; AO2: [11]; AO3: [4]

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the role of the Cabinet in the UK and 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 ([21]–[25]) AO1: [6]; AO2: [14]; AO3: [5]

The candidate demonstrates precise, wide ranging and sophisticated knowledge and understanding of the role of the Cabinet in the UK and 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) [25]

5 (a) Background

This question deals with the representative role of MPs and TDs and the impact this has upon their other functions. It is believed that TDs are obliged to put much more emphasis upon the performance of their representative role than is the case with MPs. There are several reasons for this including the impact of the STV electoral system, the level of intra-party competition and the culture of localism that pervades Irish politics. MPs are not subject to the same pressures and they are, therefore, more likely to put their party before their constituents. On the other hand, it has to be recognised that party is also very important in Irish politics. Although there are more independents in the Dail than the Commons, most TDs are elected on a party ticket and are expected to remain loyal. MPs can not ignore their constituents and there is evidence that the representative function of MPs has become more significant in recent years. Weaker answers will lack balance and have limited concrete evidence. Stronger answers will have more evidence and be better balanced. An answer that contains no evidence/examples can be awarded a maximum of Level 3.

An answer that is totally unbalanced can be awarded a maximum of Level 4.

An answer that focuses much more on one system than the other can be awarded a maximum of Level 4.

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

The candidate demonstrates limited knowledge and understanding of the representative role of MPs and TDs 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 representative role of MPs and TDs 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 representative role of MPs and TDs 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 representative role of MPs and TDs 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, wide ranging and sophisticated knowledge and understanding of the representative role of MPs and TDs 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]

(b) Background

The trend towards greater Executive dominance has led to allegations that legislatures have lost much of their law-making function. Rather than making laws, MPs and TDs have been reduced to rubber stamping Executive proposals. Most legislation is government legislation and most government legislation passes successfully. The suggestion that MPs are even more lobby fodder than TDs has some substance. Party loyalty and discipline, tight control of legislation by government whips and the careerist ambitions of MPs are three of the reasons why MPs have little impact upon legislation. It could, however, be argued that these factors are just as significant in the case of TDs. What is more, because TDs are preoccupied with constituency work they play even less part in creating, scrutinising and amending legislation. It could be legitimately argued that TDs are less effective legislators than MPs.

Weaker answers will lack balance and have limited concrete evidence. Stronger answers will have more evidence and be better balanced. An answer that contains no evidence/examples can be awarded a maximum of Level 3.

An answer that is totally unbalanced can be awarded a maximum of Level 4.

An answer that focuses much more on one political system than the other can be awarded a maximum of Level 4.

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

The candidate demonstrates limited knowledge and understanding of the legislative role of MPs and TDs 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 legislative role of MPs and TDs 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 legislative role of MPs and TDs 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 legislative role of MPs and TDs 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, wide ranging and sophisticated knowledge and understanding of the legislative role of MPs and TDs 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

Section B

70

Option B

100

Total

100