



**ADVANCED**  
**General Certificate of Education**  
**2013**

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## **Government and Politics**

Assessment Unit A2 1

Comparative Government

**[AQ211]**

**FRIDAY 17 MAY, MORNING**

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# **MARK SCHEME**

## General Marking Instructions

This mark scheme is intended to ensure that the A2 examination is marked consistently and fairly. The mark scheme provides examiners with an indication of the nature and range of candidate responses likely to be worthy of credit. It also sets out the criteria which they should apply in allocating marks to candidates' responses. The mark scheme 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 18-year-olds, which is the age at which the majority of candidates sit their A2 examinations.

## Flexibility in marking

The mark schemes which accompany the specimen examination papers 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 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 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 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.

## Option A: The United Kingdom and the United States of America

### Section A

#### 1 Background

One of the primary purposes of those who wrote the US Constitution was to produce a document that would provide effective government within a framework of checks and balances. The clear provision for separate but shared powers as laid out in the articles of the Constitution attempts to make sure that no one branch of government is able to completely dominate the others. This aim derives from the concern of the framers to prevent executive dominance in particular following their experience of what was regarded as tyrannical rule by the English monarch. However, the downside of these checks and balances has been the production of what is sometimes seen as an unwieldy system which makes it difficult for Presidents to successfully get their policies through the labyrinthine system. This was most clearly expressed in a complete shutdown of the government during Clinton's time in office and more recently by the near collapse of the US government over the Obama budget earlier this year. On the other hand, it could be argued that the Constitution is simply doing what it aims to do by making it difficult for Presidents and by providing extensive internal checks. Although the checks and balances may seem to hinder presidents there is also evidence that presidents over the years have found ways to get around them and that where they do still operate it is in the best interest of the nation as a whole.

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 contains no evidence can be awarded a maximum of Level 3. An answer that is unbalanced can be awarded a maximum of Level 4. An answer that has no reference to the Source can be awarded a maximum of Level 4.

#### **Level 1 ([1]–[6])**

**AO1: 2 marks; AO2: 3 marks; AO3: 1 mark**

The candidate demonstrates limited knowledge and understanding of the debate about how far the Constitutional checks and balances have prevented effective government and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or 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 marks; AO2: 6 marks; AO3: 2 marks**

The candidate demonstrates outline knowledge and understanding of the debate about how far the Constitutional checks and balances have prevented effective government 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 marks; AO2: 9 marks; AO3: 3 marks**

The candidate demonstrates sound knowledge and understanding of the debate about how far the Constitutional checks and balances have prevented effective government 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 marks; AO2: 12 marks; AO3: 5 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the debate about how far the Constitutional checks and balances have prevented effective government 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 marks; AO2: 15 marks; AO3: 7 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the debate about how far the Constitutional checks and balances have prevented effective government 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 A**

**30**

**Section B**

**2 Background**

The term “gridlock” refers to a situation in which there are major difficulties in getting legislation and budgets passed. This occurs when there is a controversial piece of legislation going through Congress or when the President faces a Congress dominated by the opposing party. There have been a number of high profile instances of gridlock with the worst being a complete governmental shutdown. It is also reflected to a lesser degree in the low number of legislative acts passed by Congress relative to other democratic assemblies.

An answer that has no supporting example can achieve a maximum of [4].

**(AO1: 5 marks)**

[5]

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**3 Background**

In addition to taking over from the President in the event of death or resignation, the Vice President acts as president of the Senate. In this role the Vice President chairs important debates and has a casting vote in the event of a tie. The Vice President also performs ceremonial duties at the President’s request and will often represent the United States abroad. The Vice President is chosen by the President to balance the party ticket.

An answer that contains no evidence/examples can be awarded a maximum of Level 4.

An answer that contains only one role can be awarded a maximum of Level 3.

**Level 1 ([1]–[2])**

**AO1: 1 mark; AO2: 1 mark**

The candidate demonstrates limited knowledge and understanding of the role of the Vice President 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 marks; AO2: 2 marks**

The candidate demonstrates outline knowledge and understanding of the role of the Vice President 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 marks; AO2: 3 marks**

The candidate demonstrates sound knowledge and understanding of the role of the Vice President 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 marks; AO2: 4 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the role of the Vice President 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 marks; AO2: 5 marks**

The candidate demonstrates precise knowledge and understanding of the role of the Vice President 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, Senate and the House of Lords have a crucial scrutiny role. Both have powers of scrutiny although arguably these are much more extensive and clearly defined in the American system. The fearsome reputation of Congressional Committees is the best evidence of the greater scrutiny powers of Senate in particular the role of the senate Judiciary Committee and the Senate Foreign Affairs Committee; in addition Senate plays a key role should an impeachment trial be instigated. The powers of the House of Lords to scrutinise the executive have been less clearly established and arguably now that the Law Lords sit as a separate supreme court these could be seen as curtailed still more. However, the Lords can sometimes show their teeth and to dismiss the Lords 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.

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

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

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

**Level 1 ([1]–[5])**

**AO1: 2 marks; AO2: 2 marks; AO3: 1 mark**

The candidate demonstrates limited knowledge and understanding of the scrutiny role of the Senate and House of Lords 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 marks; AO2: 5 marks; AO3: 2 marks**

The candidate demonstrates outline knowledge and understanding of the scrutiny role of the Senate and the House of Lords but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. 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 marks; AO2: 8 marks; AO3: 3 marks**

The candidate demonstrates sound knowledge and understanding of the scrutiny role of the Senate and the House of Lords but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with 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 marks; AO2: 11 marks; AO3: 4 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the scrutiny role of the Senate and the House of Lords 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 marks; AO2: 14 marks; AO3: 5 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the scrutiny role of the Senate and the House of Lords 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**

It is a common view that both American President's and British Prime Minister's main task is convincing their respective parties to vote with them and keep their respective opposition parties from proving too much of a problem. However, this view is complicated by the problems Prime Ministers may face from their own party ranks and from their cabinet in particular. Internal conflict has been a recurrent theme of all recent governments and is a major concern. It could be noted that it was ever thus.

On the face of it Presidents have none of the same problems because they solely exercise executive power. However, American Presidents are especially vulnerable to attacks from their cabinet colleagues as there is no convention of collective responsibility and due to the tendency in American politics for a looser sense of party unity. Presidents also face challenges from party colleagues in Congress. The President is elected on a separate mandate from members of Congress and this has significant implications for relationships with colleagues. There are always a number of members of Congress who see themselves as potential Presidents even if they are of the same party as the serving President. 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 unbalanced can be awarded a maximum of Level 4.

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

The candidate demonstrates limited knowledge and understanding of the extent to which American Presidents and British Prime Ministers can be challenged by their colleagues 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 marks; AO2: 6 marks; AO3: 2 marks**

The candidate demonstrates outline knowledge and understanding of the extent to which American Presidents and British Prime Ministers can be challenged by their colleagues 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 marks; AO2: 9 marks; AO3: 3 marks**

The candidate demonstrates sound knowledge and understanding of the extent to which American Presidents and British Prime Ministers can be challenged by their colleagues 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 marks; AO2: 12 marks; AO3: 5 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the extent to which American Presidents and British Prime Ministers can be challenged by their colleagues 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 marks; AO2: 15 marks; AO3: 7 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the extent to which American Presidents and British Prime Ministers can be challenged by their colleagues 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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**5 (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 an effective 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 and to shape the legislative programme, 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.

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

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

**Level 1 ([1]–[6])**

**AO1: 2 marks; AO2: 3 marks; AO3: 1 mark**

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 marks; AO2: 6 marks; AO3: 2 marks**

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 marks; AO2: 9 marks; AO3: 3 marks**

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 marks; AO2: 12 marks; AO3: 5 marks**

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 marks; AO2: 15 marks; AO3: 7 marks**

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).

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**Section B**

**70**

**Option A**

**100**



## Option B: The United Kingdom and the Republic of Ireland

### Section A

#### 1 Background

The economic and political crises of the last number of years have provoked a frenzied debate about how the political institutions in the Republic contributed to the crises and how those institutions need to be reformed to prevent any repetition. One argument is that an entirely new constitution is required rather than mere tinkering with existing structures. This view suggests that the electoral system, the representative bodies, the Presidency and the role of the judiciary all have to be transformed in order to rid Ireland of the corruption, localism and cronyism that have blighted society.

The alternative view is that the constitution has successfully adapted to changing circumstances over the past 70 years and is capable of being further updated. A new constitution would mean that the many valuable aspects of the existing document would be lost and with possible catastrophic consequences for the country.

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 contains no evidence can be awarded a maximum of Level 3.

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

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

#### **Level 1 ([1]–[6])**

**AO1: 2 marks; AO2: 3 marks; AO3: 1 mark**

The candidate demonstrates limited knowledge and understanding of the debate about the need for 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 marks; AO2: 6 marks; AO3: 2 marks**

The candidate demonstrates outline knowledge and understanding of the debate about the need for 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 marks; AO2: 9 marks; AO3: 3 marks**

The candidate demonstrates sound knowledge and understanding of the debate about the need for reform of the constitution and human 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 marks; AO2: 12 marks; AO3: 5 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the debate about the need for 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 marks; AO2: 15 marks; AO3: 7 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the debate about the need for 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**

**2 Background**

A referendum is a popular vote on a political issue rather than the election of a political representative. The electorate are generally presented with a yes or no decision on an issue. Referenda are central to the political process in the Republic of Ireland as the constitution can only be formally amended if approved by the electorate. Referenda are therefore used to make only significant constitutional changes. In recent years there has been increasing use of the referendum in the UK, again to decide on significant constitutional issues.

An answer that has no supporting example can achieve a maximum of [4].

**(AO1: 5 marks)**

[5]

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**3 Background**

TDs have a significant range of mechanisms available to them to scrutinise the executive. These include the use of Question Time; contributions to and instigation of debates; participation in Oireachtas Committees; scrutiny of government legislation during the legislative process. Outside the Dail TDs may use the media to challenge government policy and actions.

An answer that contains no evidence/examples can be awarded a maximum of Level 4.

An answer that contains only one role can be awarded a maximum of Level 3.

**Level 1 ([1]–[2])**

**AO1: 1 mark; AO2: 1 mark**

The candidate demonstrates limited knowledge and understanding of how TDs can scrutinise the government 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 marks; AO2: 2 marks**

The candidate demonstrates outline knowledge and understanding of how TDs can scrutinise the government 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 marks; AO2: 3 marks**

The candidate demonstrates sound knowledge and understanding of how TDs can scrutinise the government 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 marks; AO2: 4 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of how TDs can scrutinise the government 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 marks; AO2: 5 marks**

The candidate demonstrates precise knowledge and understanding of how TDs can scrutinise the government 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**

Political parties are central to the politics of both the UK and Ireland. MPs and TDs are, in the vast majority of cases, elected on a party ticket. Belonging to a party is crucial to electoral success. This is absolutely vital in the UK because so few MPs are elected as independents. Those who antagonise the party leadership are unlikely to survive and the exceptions to this prove the rule. The higher level of localism in Irish politics means that TDs are often very well respected local figures with a strong power base. The STV method of election in Ireland contributes significantly to the location of Irish politics. While the party ticket is important, TDs can rely upon this base. The alternative view is that party is just as important in Irish politics and the consequences of a TD going against their party are just as fatal as in the UK. Disloyalty is a capital political crime in Ireland as in the UK.

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 unbalanced can be awarded a maximum of Level 4.

#### **Level 1 ([1]–[5])**

**AO1: 2 marks; AO2: 2 marks; AO3: 1 mark**

The candidate demonstrates limited knowledge and understanding of the significance of party for 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 ([6]–[10])**

**AO1: 3 marks; AO2: 5 marks; AO3: 2 marks**

The candidate demonstrates outline knowledge and understanding of the significance of party for 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 ([11]–[15])**

**AO1: 4 marks; AO2: 8 marks; AO3: 3 marks**

The candidate demonstrates sound knowledge and understanding of the significance of party for 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 ([16]–[20])**

**AO1: 5 marks; AO2: 11 marks; AO3: 4 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the significance of party for 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 ([21]–[25])**

**AO1: 6 marks; AO2: 14 marks; AO3: 5 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the significance of party for 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).

[25]

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**5 (a) Background**

As both the UK and Irish systems of government are based upon the Westminster Model it is clear that there will be many similarities in the powers and roles of the British Prime Minister and Irish Taoiseach.

The main differences arise because of the tendency of Irish governments in the past twenty years to be coalitions. This reality weakens the position of the Taoiseach in terms of appointment, Cabinet control and policy formulation. The effect of this has been to make recent Irish leaders more “chairmen” rather than “chiefs.” Without the limitations of coalition, British Prime Ministers have had much more freedom in choosing their cabinet.

Opponents of this view would suggest that in many ways the British cabinet has always been something of a coalition and that this constrains the Prime Ministers. The creation of a coalition government in 2010 of course means that the many of the same limitations faced by the Taoiseach now also apply to the Prime Minister.

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 unbalanced can be awarded a maximum of Level 4.

**Level 1 ([1]–[6])**

**AO1: 2 marks; AO2: 3 marks; AO3: 1 mark**

The candidate demonstrates limited knowledge and understanding of the power of the Prime Ministers and Taoiseach to choose their cabinet 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 marks; AO2: 6 marks; AO3: 2 marks**

The candidate demonstrates outline knowledge and understanding of the power of the Prime Ministers and Taoiseach to choose their cabinet but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. 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 marks; AO2: 9 marks; AO3: 3 marks**

The candidate demonstrates sound knowledge and understanding of the power of the Prime Ministers and Taoiseach to choose their cabinet 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 marks; AO2: 12 marks; AO3: 5 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the power of the Prime Ministers and Taoiseach to choose their cabinet 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 marks; AO2: 15 marks; AO3: 7 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the power of the Prime Ministers and Taoiseach to choose their cabinet 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**

The UK and Republic of Ireland are both parliamentary systems. The executive is formed from the legislature and in both systems the executive has considerable control over the legislature. The precise nature of this control is the subject of this question. In the UK, executive dominance would seem to be greater because the norm has been one of single-party government with a clear majority. The governing party has used a combination of party loyalty and party discipline to control its MPs and this has been the key to dominance over the Commons. By contrast, the recent history of the Republic has been one of coalition governments, intra-party conflict and a significant number of independent TDs to add to the mix. Recent events have complicated this simple picture. Recent British government have found it much more difficult to control their own backbenchers. The Lords has been a consistent critic of governments of all colours. The emergence of a coalition government has added another complicating factor. While executive control in the UK is still probably greater, it is by no means as clear as it once was. 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 unbalanced can be awarded a maximum of Level 4.

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

The candidate demonstrates limited knowledge and understanding of executive control over the legislature 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 ([7]–[12])**

**AO1: 4 marks; AO2: 6 marks; AO3: 2 marks**

The candidate demonstrates outline knowledge and understanding of executive control over the legislature 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 ([13]–[18])**

**AO1: 6 marks; AO2: 9 marks; AO3: 3 marks**

The candidate demonstrates sound knowledge and understanding of executive control over the legislature 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 ([19]–[24])**

**AO1: 7 marks; AO2: 12 marks; AO3: 5 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of executive control over the legislature 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 ([25]–[30])**

**AO1: 8 marks; AO2: 15 marks; AO3: 7 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of executive control over the legislature 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).

[30]	30
<b>Section B</b>	<b>70</b>
<b>Option B</b>	<b>100</b>
<b>Total</b>	<b>100</b>

