



*Rewarding Learning*

**ADVANCED SUBSIDIARY (AS)  
General Certificate of Education  
2016**

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**Government and Politics**

Assessment Unit AS 2

The British Political Process

**[AQ121]**

**THURSDAY 16 JUNE, AFTERNOON**

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**MARK  
SCHEME**

## **General Marking Instructions**

These mark schemes are intended to ensure that the AS/A2 examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidate responses likely to be worthy of credit. They also set out the criteria which they should apply in 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 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 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 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 marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication which is incorporated within the marks awarded for AO3. Where the quality of candidates' subject knowledge and understanding is not matched by the quality of written communication, marks awarded will not exceed the maximum for Level 4.

		AVAILABLE MARKS
<p><b>1</b> Two marks for each function identified. The Whips are responsible for instructing the backbenchers on how the leadership wants them to vote; for organising the business of Parliament; for identifying possible candidates for office; acting as a means of communication between the backbenchers and the leadership; and other relevant functions. <b>(AO1: 4 marks)</b></p>	[4]	4
<p><b>2 Background</b> Judicial Review is a mechanism that enables individual citizens and organisations to seek redress if they believe that they have been treated unfairly by the executive or if they believe the executive has broken the law and acted beyond its rightful powers. If an application for review is accepted, the evidence is then considered by a senior member of the judiciary who will then deliver a verdict on whether the executive has acted incorrectly. In spite of the cost of seeking a review and the low success rate, the number of applications has increased significantly in recent years. Judicial Review is, therefore, an important means of holding the executive to account.</p> <p>If no relevant example is included, a maximum of 5 marks can be awarded. An example can be data on the number of judicial reviews or an example of a judicial review. <b>(AO1: 6 marks)</b></p>	[6]	6
<p><b>3 Background</b> Departmental Select Committees are one of the most important scrutiny mechanisms within the British political system. They can hold the executive accountable in a variety of ways including conducting investigations into the operation of their department; questioning ministers and civil servants; seeking outside advice and guidance; publishing reports; making recommendations for policy changes; using the media to publicise their findings; sending for papers and persons; pre-legislative scrutiny.</p> <p>Weaker answers will tend to lack evidence. Stronger answers will clearly identify two ways and present relevant evidence.</p> <p>One mark for identification and 4 marks for explanation of two ways. <b>(AO1: 10 marks)</b></p>	[10]	10

#### 4 Background

In spite of the very significant growth in the PM's power over his/her cabinet colleagues, it remains the case that there are limits to this power. These include the need to include party 'heavyweights'; to ensure ideological balance in appointing ministers; increasingly to ensure gender and ethnic minority representation; after 2010, the need to include coalition partners in the cabinet. The PM has the power of using collective responsibility but in the era of 'briefings' and media leaks, ministers can make it known if they have reservations about policy. While PMs set the agenda and draw up the minutes of cabinet discussions, they are unable to prevent ministers from raising issues.

Weaker answers will be limited in range and evidence. Stronger answers will have a broader range.

- For an answer that refers to only one limitation a maximum of Level 4 can be awarded.
- For an answer that contains no evidence/examples a maximum of Level 3 can be awarded.

#### **Level 1 ([1]–[4])**

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

The candidate demonstrates little knowledge and understanding of the limits to the PM's control over cabinet and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary (AO3).

#### **Level 2 ([5]–[7])**

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

The candidate demonstrates basic knowledge and understanding of the limits to the PM's control over cabinet but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The answer contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

#### **Level 3 ([8]–[10])**

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

The candidate demonstrates mostly accurate knowledge and understanding of the limits to the PM's control over 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 more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited (AO3).

**Level 4 ([11]–[13])**

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

The candidate demonstrates full and accurate knowledge and understanding of the limits to the PM's control over cabinet and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

**Level 5 ([14]–[16])**

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

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the limits to the PM's control over cabinet and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[16]

AVAILABLE  
MARKS

16

**5 (a) Background**

Twenty years ago the view that the Lords was of no value and should be abolished was frequently heard. Today, that opinion is heard much less frequently. This suggests that the reform of the Lords has made it a much more effective part of Parliament. Candidates should be aware of the functions performed by the Lords. They should then consider the view that the Lords is now performing its legislative, scrutiny and deliberative roles more effectively than it did in the past. Supporters argue that the modernisation of the composition of the Lords has resulted in it playing a much more useful part than in the past. Critics argue that the fundamental problems of the Lords remain: it is unrepresentative of the population; it has no democratic legitimacy; it has limited ability to check the power of the government.

Weaker answers will be limited in terms of argument and especially evidence. Stronger answers will display understanding of the issues and be able to support this with evidence.

- For an answer that contains no evidence/examples a maximum of Level 3 can be awarded.
- For an answer that contains no evaluation/balance a maximum of Level 4 can be awarded.

**Level 1 ([1]–[5])**

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

The candidate demonstrates little knowledge and understanding of the arguments for and against the Lords and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary (AO3).

**Level 2 ([6]–[10])**

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

The candidate demonstrates basic knowledge and understanding of the arguments for and against the Lords but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

**Level 3 ([11]–[15])**

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

The candidate demonstrates mostly accurate knowledge and understanding of the arguments for and against the Lords but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along

with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited (AO3).

#### **Level 4 ([16]–[20])**

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

The candidate demonstrates full and accurate knowledge and understanding of the arguments for and against the Lords and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

#### **Level 5 ([21]–[24])**

**AO1: 6 marks; AO2: 13 marks; AO3: 5 marks**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the arguments for and against the Lords and deploys this consistently to answer the question. A range of relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. An argument is constructed which displays effective communication and presentation of ideas. There is consistent use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [24]

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#### **(b) Background**

In the view of many, the role of Parliament has been reduced to that of a ‘poodle’ or ‘talking shop.’ The executive has become increasingly dominant and nowhere is this more apparent than in the area of legislation. Most Bills, over 95%, are government initiated. Private Members Bills can only succeed with executive support. Government Bills are very rarely defeated. The executive dominates the process of legislative scrutiny and manages to secure the passage of Bills with little or no change.

The alternative view is that Parliament retains an important legislative function. Backbench MPs can influence Bills before they are introduced into Parliament at meetings of the Parliamentary Party. Once introduced, MPs can and have rebelled and amended and defeated Bills. The Lords remains willing to challenge and obstruct government legislation.

Weaker answers may present an unbalanced account of the executive’s control over legislation, with little supporting evidence. Stronger answers will be both balanced and well.

- For an answer that contains no evidence/examples a maximum of Level 3 can be awarded.
- For an answer that contains no evaluation/balance a maximum of Level 4 can be awarded.



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

The candidate demonstrates little knowledge and understanding of the debate Parliament's power over legislation and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or has no evidence (AO1). There is little analysis and evaluation of information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is poor. An argument, if present, is ill informed and poorly constructed and the level of communication and the use of political vocabulary are both rudimentary (AO3).

**Level 2 ([6]–[10])****AO1: 3 marks; AO2: 5 marks; AO3: 2 marks**

The candidate demonstrates basic knowledge and understanding of the debate about Parliament's power over legislation but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material (AO1). There is some basic analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is limited. An argument is constructed although the level of communication and the structure and presentation of ideas are both basic. There is restricted use of appropriate political vocabulary (AO3).

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

The candidate demonstrates mostly accurate knowledge and understanding of the debate about Parliament's power over legislation but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with more general material (AO1). There is some limited analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument is constructed although the level of communication, the structure and presentation of ideas and the use of appropriate political vocabulary are limited (AO3).

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

The candidate demonstrates full and accurate knowledge and understanding of the debate about Parliament's power over legislation and deploys this to answer the question. The answer contains relevant evidence and examples (AO1). There is sound analysis of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. An argument is constructed which displays clear communication and presentation of ideas. There is appropriate use of political vocabulary and a conclusion is reached (AO3).

**Level 5 ([21]–[24])****AO1: 6 marks; AO2: 13 marks; AO3: 5 marks**

The candidate demonstrates comprehensive, detailed and accurate knowledge and understanding of the debate about Parliament's power over legislation and deploys this consistently to answer the question. A range of

relevant evidence is presented (AO1). There is thorough analysis of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. An argument is constructed which displays effective communication and a logical conclusion is reached (AO3).

[24]

**Total**

**AVAILABLE  
MARKS**

24

**60**