

# Government and Politics

Advanced GCE A2 H495

Advanced Subsidiary GCE AS H095

## Mark Schemes for the Units

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**January 2010**

**HX95/MS/R/10J**

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**Advanced Subsidiary GCE Government and Politics (H095)**

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## F851 Contemporary Politics of the UK

Section A		
Question Number	Answer	Max Mark
1 (a)	<p><b>Using the sources and your own knowledge, explain what is meant by 'democracy'.</b></p> <p><b>Specification</b>  <i>Political Parties: Concepts: representative government; responsible government; democracy; power.</i></p> <p><b>AO1 [12]</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Candidates display knowledge and understanding of what is meant by democracy.</li> <li>• Given the range of forms that democracy can take, look for explanations along the lines that democracy is rule of, or by, the people, requires popular participation, or that political sovereignty is in the hands of the people.</li> <li>• Source A suggests a number of possibilities - sovereignty of the people, government based upon consent of the governed, majority rule while Source B identifies participation, voting and choice in particular. Candidates own knowledge may prompt them to use phrases like 'people power' or to quote from Lincoln's Gettysburg address.</li> <li>• 'Own knowledge' might include reference to the sovereignty of the people, rights, especially the rights of minorities, limited government, due process and social, economic and political pluralism.</li> <li>• Full marks should be awarded to candidates who are clearly able to explain what is meant by democracy.</li> <li>• Credit candidates who are able to accurately identify different types of democracy - direct, indirect, representative, liberal, parliamentary - and what democracy is not - 'the tyranny of the majority.'</li> <li>• If only one of 'sources' or 'own knowledge' is used, award up to a maximum of 8.</li> <li>• The simple repetition of the source material without any further explanation will not normally gain any marks.</li> <li>• Credit candidates who are able to use contemporary examples from the UK and elsewhere.</li> </ul>	[12]

Section A		
Question Number	Answer	Max Mark
1 (b)	<p><b>Using the sources and your own knowledge, assess the contribution made by political parties to democracy in the UK today.</b></p> <p><b>Specification</b> <i>UK parties; Parties and the democratic process; Key developments within and relating to political parties.</i></p> <p><b>AO1 [12]; AO2 [12]; AO3 [4]</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Candidates display knowledge and understanding of political parties, their role in a democracy, and in particular their contribution to democracy in the UK in the 21<sup>st</sup> century along the following lines: <ul style="list-style-type: none"> <li>– parties are organised groups made up of members who subscribe to some common set of values or policies which have as their fundamental aim the attainment of political power and public office by winning elections (own knowledge);</li> <li>– parties aggregate and articulate (represent) ‘interest’, develop policy, provide choice, offer the opportunity to participate in the political system, organise government and educate the electorate (Source B and own knowledge);</li> <li>– democracy is government of, or by the people, and as such requires participation which parties encourage (Source A and own knowledge).</li> </ul> </li> <li>• If only one of ‘sources’ or ‘own knowledge’ is used, award up to a maximum of 8 marks.</li> <li>• Credit candidates who are able to use contemporary examples.</li> <li>• <b>AO2:</b> Candidates assess the contribution made by parties to democracy in the UK today, using the knowledge required for <b>AO1</b>.</li> <li>• Such an assessment might cover some of the following: <ul style="list-style-type: none"> <li>– the extent to which parties actually represent the views of society (Source B and own knowledge);</li> <li>– how effectively they articulate these views (Source B and own knowledge);</li> <li>– the extent to which parties are ‘connected’ to/with the electorate (Source B and own knowledge);</li> <li>– ‘trustworthiness’ of parties and politicians (Source B and own knowledge);</li> <li>– the amount of choice in the political system – similarity of main parties, growth of minor and regional parties (Source B and own knowledge);</li> <li>– levels of participation in parties - membership, levels of involvement, support at elections - local, regional, national and European (Source B and own knowledge);</li> <li>– levels of participation in other forms of politics – pressure groups, direct action (Source B and own knowledge).</li> </ul> </li> </ul>	

<p>1 (b) continued</p>	<ul style="list-style-type: none"> <li>• Reward focus and balance, but distinguish between description (AO1) and analysis (AO2).</li> <li>• Level 4 for candidates who provide a balanced and focussed assessment of the contribution made by parties to democracy in the UK today.</li> <li>• Level 3 for candidates who try to assess the contribution made by parties to democracy in the UK today, even if the answer has to be inferred.</li> <li>• Maximum bottom Level 3/top Level 2 for answers that provide some/limited assessment, or where the assessment lacks range, depth or balance.</li> <li>• Maximum Level 2 for candidates who provide answers which are short, poorly focussed or lacking in range, depth or balance.</li> <li>• Credit candidates who are able to use contemporary examples.</li> <li>• <b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>– two marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary;</li> <li>– two marks should be used to credit the quality of written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.</li> </ul> </li> <li>• Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not necessarily be awarded full marks.</li> </ul>	<p>[28]</p>
<p>2</p>	<p><b>Discuss the reasons why pressure groups are sometimes criticised.</b></p> <p><b>Specification</b> <i>Pressure groups and the democratic process; Key developments within and relating to pressure groups.</i></p> <p><b>AO1 [12]; AO2 [12]; AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Candidates display knowledge and understanding of what pressure groups are, for example, that: <ul style="list-style-type: none"> <li>– they are organised groups;</li> <li>– which seek to influence the making and implementation of public policy;</li> <li>– by various forms of persuasion;</li> <li>– but without themselves forming a government;</li> <li>– and have been accused of being self-interested, undemocratic and overmighty.</li> </ul> </li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul>	

Section A		
Question Number	Answer	Max Mark
2 continued	<ul style="list-style-type: none"> <li>• <b>AO2:</b> Candidates can discuss why pressure groups are sometimes criticised, using the knowledge required for <b>AO1</b>.</li> <li>• For example, candidates might consider some of the following points: <ul style="list-style-type: none"> <li>– pressure groups are essentially sectional and therefore politically and socially divisive, concerned with their own self-interest and not the interest of society as a whole;</li> <li>– pressure groups are unelected and unrepresentative and responsible only to their own members – and even then many lack any internal democracy which would ensure that the leadership is actually representative of that membership;</li> <li>– they undermine parliamentary democracy by by-passing the representative process;</li> <li>– their influence is often informal and secret and not subject to public scrutiny;</li> <li>– they do not represent all sections of society equally and thus concentrate power in the hands of the well-organised, the rich or those who already have power;</li> <li>– elitist/pluralist perspectives on pressure group activity.</li> </ul> </li> <li>• Reward focus and range, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• Level 4 answers are highly focussed and discuss a range of criticisms of pressure groups, together with examples.</li> <li>• Level 3 for candidates who make some attempt to discuss criticism made of pressure groups, even if the answer has to be inferred.</li> <li>• Maximum bottom Level 3/top Level 2 for answers that provide only some/limited discussion, or where the discussion lacks range or depth.</li> <li>• Maximum Level 2 for candidates who provide answers which are short, poorly focussed or lacking in range, depth or balance.</li> <li>• There is no requirement for candidates to consider the positive contributions made by pressure groups, indeed, these are irrelevant except where they are a part of a discussion of the criticisms.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul>	

Section A		
Question Number	Answer	Max Mark
2 continued	<ul style="list-style-type: none"> <li>• <b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>– three marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary</li> <li>– three marks should be used to credit the quality of written communication - legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.</li> </ul> </li> <li>• Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not necessarily be awarded full marks.</li> </ul>	[30]
3	<p><b>Discuss the view that we should use proportional representation to elect members of the Westminster Parliament.</b></p> <p><b>Specification</b> <i>Electoral systems; Electoral systems in the UK; Electoral reform in the UK.</i></p> <p><b>AO1 [12]; AO2 [12]; AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Candidates display knowledge and understanding of what is meant by PR i.e. the <u>principle</u> that seats won at an election should accurately reflect the votes cast, and how MPs are currently elected. NB PR is not a specific system.</li> <li>• Candidates also display an awareness of different PR systems, for example, STV and various forms of party list.</li> <li>• Hybrid systems such as AMS/MMS/AV/AV+/MMP are more proportionate than FPTP but are not PR systems as such, however, discretion should be used.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul>	

Section A		
Question Number	Answer	Max Mark
3 continued	<ul style="list-style-type: none"> <li>• <b>AO2:</b> Candidates discuss the view that the UK should use a PR system to elect Westminster MPs, using the knowledge required for <b>AO1</b>.</li> <li>• For example, candidates might consider some of the following points: <ul style="list-style-type: none"> <li>– under PR, the number of seats won by parties is usually a fairer reflection of the number of votes cast for each party - there is 'proportionality' - and therefore the result is more representative;</li> <li>– depending on the particular system being used, MPs would be elected with a majority of the votes cast and therefore be more legitimate;</li> <li>– voters for parties other than the winning party would be represented in the legislature in areas dominated by one party;</li> <li>– general elections would be unlikely to be decided on the basis of what happened in a small number of marginal seats;</li> <li>– there would be fewer 'safe' seats which effectively disenfranchise significant sections of the electorate;</li> <li>– fewer votes would be 'wasted' piling up huge and unnecessary majorities, or being cast for losing candidates;</li> <li>– PR mitigates against the perpetuation of a two party system based upon a minority of the vote;</li> <li>– but that the current system usually produces a clear outcome and results in strong, one-party government, rather than minority or coalition governments;</li> <li>– governments are more accountable: the governing party cannot avoid responsibility;</li> <li>– there is a clear and direct link between an MP and a constituency.</li> </ul> </li> <li>• Reward focus and range, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>).</li> <li>• Candidates are not required to focus on any particular PR system, but if they do so they should not be penalised.</li> <li>• Level 4 answers offer a balanced and focussed discussion of the advantages and disadvantages of using PR to elect Westminster MPs.</li> <li>• Level 3 for candidates who make some attempt to discuss the advantages and disadvantages of using PR to elect Westminster MPs, even if the answer has to be inferred.</li> <li>• Maximum bottom Level 3/top Level 2 for answers that provide only some/limited discussion, or where the discussion lacks range, depth or balance.</li> <li>• Maximum Level 2 for candidates who provide answers which are short, poorly focussed or lacking in range, depth or balance.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul>	

Section A		
Question Number	Answer	Max Mark
3 continued	<ul style="list-style-type: none"> <li>• <b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>– three marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary;</li> <li>– three marks should be used to credit the quality of written communication - legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.</li> </ul> </li> <li>• Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not necessarily be awarded full marks.</li> </ul>	[30]
4	<p><b>Compare and contrast the differences between general elections and by-elections.</b></p> <p><b>Specification</b> <i>Mechanics of general elections; By-elections.</i></p> <p><b>AO1 [12]; AO2 [12]; AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Candidates display knowledge and understanding of the nature of general elections and by-elections along the lines that: <ul style="list-style-type: none"> <li>– general elections, at which the whole of the House of Commons is elected, must, by law, be held once every five years, or earlier if the prime minister successfully seeks the approval of the monarch for the dissolution of parliament;</li> <li>– by-elections are held at any time to fill 'casual vacancies' i.e. when a seat becomes vacant through death, resignation or for any other reason, and it is the duty of the chief whip of the party which previously held the seat to decide when to move the writ, though it is customary for this to be done within three months of the vacancy occurring.</li> </ul> </li> <li>• NB since 1623, MPs have been unable to resign as such, but have had to disqualify themselves from membership of the Commons by accepting an office of profit under the Crown, either Crown Steward and Bailiff of the Chiltern Hundreds or the Manor of Northstead.</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul>	

Section A		
Question Number	Answer	Max Mark
4 continued	<ul style="list-style-type: none"> <li>• <b>AO2:</b> Candidates are able to compare and contrast the differences between general elections and by-elections using the knowledge required for <b>AO1</b>.</li> <li>• Such differences may include some of the following: <ul style="list-style-type: none"> <li>– general elections must be held once every five years, or sooner, by-elections are called when required i.e. after an MP has died, 'resigned' or has been expelled from the Commons;</li> <li>– general elections are usually called by the prime minister alone, by-elections dates are decided by the chief whip of the party that previously held the seat;</li> <li>– at general elections, all seats in the Commons are contested, at by-elections only those affected by the death, resignation or expulsion of the MP are;</li> <li>– the function of a by-election is simply to select a new MP, general elections have a far wider range of purposes including not only the selection of new representatives but also the choice of a new government (albeit indirectly), approval of the winning party's policies and the provision of a mandate;</li> <li>– general elections are also used to hold previous administrations to account and legitimise the system;</li> <li>– at general elections parties can win or lose power, but no matter what the result of a by-election, it is unlikely that the government will fall, though its authority may be diminished;</li> <li>– turnout is lower at by-elections and voters are more likely to vote differently from the way they would at general elections, indeed, voters are more likely to vote against the government of the day and it has become much more common for governments to lose by-elections (NB the important distinction between swings against the government and actually losing the election). NB Despite this trend, it is also common for seats lost by a party at a by-election to be regained at the next general election, even if the party loses the overall election;</li> <li>– by-elections are often regarded as referendums on the popularity of the government of the day and are seen as portents of the future;</li> <li>– by-election results are more likely to be influenced by local issues and personalities than general elections;</li> <li>– by-elections become the centre of media attention in a way that an individual seat would not at a general election.</li> </ul> </li> </ul>	

Section A		
Question Number	Answer	Max Mark
4 continued	<ul style="list-style-type: none"> <li>• Level 4 answers offer a comparison between general elections and by-elections which focuses on the differences between them.</li> <li>• Level 3 for candidates who make some attempt to compare the differences between general elections and by-elections, even if the answer has to be inferred.</li> <li>• Maximum bottom Level 3/top Level 2 for answers that provide only some/limited discussion, or where the discussion lacks in range, depth or balance.</li> <li>• Maximum Level 2 for candidates who provide answers which are short, poorly focussed or lacking in range, depth or balance.</li> <li>• Credit candidates who are able to use contemporary examples.</li> <li>• <b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>– three marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary;</li> <li>– three marks should be used to credit the quality of written communication - legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.</li> </ul> </li> <li>• Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not necessarily be awarded full marks.</li> </ul>	[30]
5	<p><b>To what extent does the ‘rational choice’ model explain the way people vote?</b></p> <p><b>Specification</b>  <i>Factors associated with voting behaviour; Models of voting behaviour; Trends in voting behaviour; Key developments relating to voting behaviour.</i></p> <p><b>AO1 [12]; AO2 [12]; AO3 [6]</b></p>	

Section A		
Question Number	Answer	Max Mark
5 continued	<ul style="list-style-type: none"> <li>• <b>AO1:</b> Candidates display knowledge and understanding of the rational choice model of voting behaviour along the lines that: <ul style="list-style-type: none"> <li>– the rational choice model suggest that voters no longer vote solely on the basis of class or party loyalty (class alignment, partisan alignment);</li> <li>– instead, they make ‘rational’ decisions about who to vote for on the basis of the policies of the parties, their past records and an assessment of their likely future performance;</li> <li>– it is sometimes referred to as the ‘consumer choice’ model of voting behaviour.</li> </ul> </li> <li>• They will also display some knowledge of alternative models of voting behaviour, for example, social structures models, and strengths and weaknesses of each.</li> <li>• Credit candidates who are able to use contemporary examples.</li> <li>• Credit candidates who are aware that there are a number of rational choice models.</li> <li>• <b>AO2:</b> Candidates consider the extent to which the rational choice model offers a complete explanation for the way people vote, using the knowledge required for <b>AO1</b>.</li> <li>• Such an assessment should cover some of the following points: <ul style="list-style-type: none"> <li>– the explanatory value of the rational choice model is said to have increased in recent years because voters are now more likely to make ‘rational’ decisions about how to vote on the basis of party policies, the qualities of party leadership and past and expected performance in office, rather than on emotional grounds because of an alleged decline in class and party alignment since the 1970s which led to reduced levels of class and partisan voting;</li> <li>– ‘issue voting’ is a common feature of the rational choice model, and suggests that voters today are far more likely to base their voting decisions on a rational assessment of the various parties’ positions on a range of important issues rather than anything else;</li> <li>– there is certainly evidence for this, but the rational choice model assumes that voters are aware of each parties’ policies and how they would affect them and this may not be the case;</li> <li>– further, in practice, it is difficult to establish a precise link between voter attitudes and voting behaviour;</li> <li>– also, voters must choose from a range of policies and most do not seem to base their decisions on a single issue;</li> <li>– in addition, the way an issue is presented by the mass media may have a considerable impact on the way it is perceived;</li> </ul> </li> </ul>	

Section A		
Question Number	Answer	Max Mark
5 continued	<ul style="list-style-type: none"> <li>- finally, other models of voting behaviour may offer a better or fuller explanation for voting behaviour. For example, social structures models draw attention to the fact that class, age and ethnicity are still significantly correlated with voting behaviour, while the dominant ideology model suggests that voting is still influenced by powerful groups in society through their control of key institutions such as the mass media.</li> <li>• Reward focus and range, but distinguish between description (AO1) and analysis (AO2).</li> <li>• Level 4 answers offer a balanced and focussed assessment of the value and limits of the rational choice model. Credit the discussion of alternatives.</li> <li>• Level 3 for candidates who make some attempt to assess the insights provided by the rational choice model, even if the answer has to be inferred.</li> <li>• Maximum bottom Level 3/top Level 2 for answers that provide only some assessment, or where the assessment lacks range, depth or balance.</li> <li>• Maximum Level 2 for candidates who provide answers which are short, poorly focussed or lacking in range, depth or balance.</li> <li>• Credit candidates who are able to use contemporary examples.</li> <li>• <b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>- three marks should be used to credit the ability to construct and communicate arguments in a clear, structured manner using appropriate political vocabulary;</li> <li>- three marks should be used to credit the quality of written communication – legibility, clarity of expression, structure and presentation of ideas, spelling, punctuation and grammar.</li> </ul> </li> <li>• Where answers are short, or simply wrong, examiners must use their judgement: a very short answer, or one which contains little relevant knowledge or evidence of understanding, should not necessarily be awarded full marks.</li> </ul>	<b>[30]</b>

## F852 Contemporary Government of the UK

Section A		
Question Number	Answer	Max Mark
1 (a)	<p><b>Using the sources and your own knowledge, explain the different roles of (i) ministers and (ii) senior civil servants.</b></p> <p><i>Specification: The Executive: Ministers and Civil Servants.</i></p> <p><b>AO1 [6+6]</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Candidates display knowledge and understanding of the roles of ministers and civil servants</li> <li>• If only own knowledge or only the sources are used award a maximum of 4 marks per section</li> <li>• For full marks expect to see a clear demonstration of both the candidate's own knowledge and good use of both the sources</li> <li>• For the role of ministers the sources suggest policy making, managing departments, dealing with parliament, setting high standards of public behaviour. Own knowledge might include factors such as crisis management, long term planning, taking full responsibility for the work of their civil servants and departments. Mention of CMR and/or IMR to be credited</li> <li>• For the role of senior civil servants [and note the 'senior' bit] the sources suggest the 'impartial, anonymous and neutral' aspects, the 'administer' aspect of ministers' policies and efficient management and providing information to ministers and giving advice. Own knowledge might include factors such as providing continuity to compensate for the high rate of ministerial turnover, translating politicians' ideas into actual practice, costing policies and warning ministers about the likely outcomes of their policies and contingency planning</li> <li>• Credit candidates who are able to use contemporary examples from within the UK to illustrate their points</li> <li>• The work of civil servants will not be as well known as that of ministers, so expect to see more detail on ministers and time spent on them. Do not insist on 50:50 coverage and allow 75:25 if need be</li> <li>• Do not insist on full use of both sources for Level 4.</li> </ul>	[12]

Question Number	Answer	Max Mark
1 (b)	<p><b>Using the sources and your own knowledge, assess whether individual ministerial responsibility is still an important constitutional convention.</b></p> <p><i>Specification: Ministerial responsibility.</i></p> <p><b>AO1 [12]; AO2 [12]; AO3 [4]</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Candidates display, knowledge and understanding of the convention of individual ministerial responsibility. They should be able to define it clearly, differentiating between personal and public responsibility</li> <li>• The sources suggest that policy delivery is very much the responsibility of the civil servants as is the efficient management of departments; overall responsibility for both making and delivery still lies clearly with ministers. Source B makes several points covering both personal and public responsibility, and more detailed explanations of the examples of such as those of the Hain, Mandelson and Byers/Morris is expected</li> <li>• Own knowledge might include examples where there were clear failings on both the personal and public level, but no resignation took place, as well as further examples of where it has applied. The point that much depends on the attitude of both the media and the prime minister could also be made. Do not credit those who bring in material which deals with collective responsibility</li> <li>• If only one of 'sources' or 'own knowledge' is used, award up to a maximum of 8 marks</li> <li>• Credit candidates who are able to use contemporary examples.</li> <li>• <b>AO2:</b> Candidates will assess whether individual ministerial responsibility is still an important convention. Reward highly those who argue that it is an important principle in a democracy and deal with the 'accountability' aspect clearly. They could argue it successfully either way and the range of examples they could bring in is huge. Those who deal with the 'still' aspect should be rewarded</li> <li>• Reward focus and balance, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>)</li> <li>• Level 4 answers offer a discussion that is clearly focused on assessing whether MR is, or is not, still an important convention and there is some attempt at a balanced analysis. There is nothing wrong in a strong answer one way or the other, but there has to be some balance, or awareness of an alternative view, for the highest marks</li> <li>• Level 3 for candidates who adopt a clear for and against approach with at least an implicit answer.</li> </ul>	

Question Number	Answer	Max Mark
1 (b) cont'd	<ul style="list-style-type: none"> <li>• Maximum bottom Level 3 for a totally one-sided (however good) approach</li> <li>• Maximum Level 2 for candidates, who provide answers which are short, poorly focused, lacking range and/or depth</li> <li>• Credit candidates who are able to use contemporary examples.</li>   <li>• <b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>– two marks should be used to credit the ability to construct clear explanations and to communicate these in a clear, structured manner, making use of appropriate political vocabulary</li> <li>– two marks should be used to credit spelling, punctuation and grammar.</li> </ul> </li> <li>• Where answers are short, examiners must use their judgement: a very short answer which meets the above criteria should not necessarily be awarded full marks for <b>AO3</b>.</li> </ul>	<b>[28]</b>

Question Number	Answer	Max Mark
2	<p><b>Discuss the view that the opposition and backbenchers in parliament have little real power.</b></p> <p><i>Specification: The Legislature: Opposition and backbenchers.</i></p> <p><b>AO1 [12]; AO2 [12]; AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Candidates display knowledge and understanding of the work and roles of the opposition and backbenchers, for example:</li> <li>• <b>Opposition</b> - role in debates, questions, committees, time allocated to opposition, media use</li> <li>• <b>Backbenchers</b> - private members bill, questions, debates, committees, votes, backbench committees</li> <li>• <b>The ability of the executive to dominate through whips, party discipline, promotion of backbenchers etc is also valid.</b> The size of the government's majority is also a factor, as is the imminence of an election on the popularity and authority of the Prime Minister</li> <li>• <b>NB it is parliament which is referred to</b> - so for Level 4 expect to see at least some mention of the Lords</li> <li>• Credit candidates who are able to use contemporary examples of the opposition and/or backbenchers, in either House, either being able to, or failing to prevent the executive attaining something it wished to.</li> <li>• <b>AO2:</b> Candidates discuss a case for or against the view that neither have any real power. Those who consider the word 'real' carefully and try and define it should be rewarded. There are a variety of possible answers but those who lump the two together and keep it at the level of parliament being dominated by the Executive should not get beyond Level 2. Those that argue that together they can attain a great deal should get credit for a valid case. Some may take the long view and look at both over a decade or so; they have just as valid a case as those who focus on the couple of years before the exam takes place. Certainly those who argue that the opposition can attain little, while backbenchers can do much more, have a valid point</li> <li>• Reward focus and range, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>)</li> <li>• Level 4 answers offer a convincing case for or against the view that neither have real power, but demonstrate balance to some degree. Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking range and/or depth</li> <li>• Credit candidates who are able to use contemporary examples.</li> <li>• <b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> </ul>	

Question Number	Answer	Max Mark
2 cont'd	<ul style="list-style-type: none"><li>• Where a full-length answer is provided:<ul style="list-style-type: none"><li>– three marks should be used to credit the ability to construct clear explanations and to communicate these in a clear, structured manner, making use of appropriate political vocabulary</li><li>– three marks should be used to credit spelling, punctuation and grammar.</li></ul></li><li>• Where answers are short, examiners must use their judgement: a very short answer which meets the above criteria should not necessarily be awarded full marks for <b>AO3</b>.</li></ul>	<b>[30]</b>

Section B		
Question Number	Answer	Max Mark
3	<p><b>Discuss the view that the sovereignty of parliament is the most important underlying principle of the British constitution.</b></p> <p><i>Specification: The underlying principles of the UK constitution.</i></p> <p><b>AO1 [12]; AO2 [12] AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Candidates demonstrate knowledge and understanding of the underlying principles of the UK constitution, with particular focus on the sovereignty of parliament</li> <li>• The other main principles which should be covered are the rule of law, parliamentary government, and constitutional monarchy</li> <li>• Expect at least some mention of all for Level 4, but there need not be even coverage and do not insist on the precise terminology above</li> <li>• Possible other 'principles' might be items like the unitary state</li> <li>• Reasonable grasp of at least the basic principles will get Level 3</li> <li>• A limited grasp of several, or sound awareness of only two should not get more than Level 2</li> <li>• Credit candidates who are able to use contemporary examples and/or show awareness of recent developments in the constitution.</li> </ul> <ul style="list-style-type: none"> <li>• <b>AO2:</b> Candidates are expected to discuss the view that the sovereignty of parliament is, or is not, the most important of the underlying principles of the constitution</li> <li>• Points which might be made in the case 'for' are that all legislation, even that which changes the constitution such as when the EEC was joined, are made, and therefore can be unmade, by parliament. The work of parliament, such as the anti terror legislation, can be seen to undermine other principles such as the rule of law, or the devolution legislation which changed the idea of the unitary state. The recent controversy over the declaration of war could also be brought in</li> <li>• Points 'against' could be membership of the EU, devolution, the rule of law and the growing dominance of the executive. The possible range of answers is large, so credit those who genuinely try to consider the issue of 'importance'</li> <li>• For Level 3 and above there must be evidence of a balanced case each way and a genuine attempt to 'discuss'</li> <li>• Reward focus and range, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>)</li> <li>• Level 4 answers offer a convincing case for or against the view, but demonstrate balance to some degree</li> <li>• Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking range and/or depth</li> <li>• Credit candidates who are able to use contemporary examples.</li> </ul> <ul style="list-style-type: none"> <li>• <b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar.</li> </ul>	

Question Number	Answer	Max Mark
3 cont'd	<ul style="list-style-type: none"> <li>• Where a full-length answer is provided:               <ul style="list-style-type: none"> <li>– three marks should be used to credit the ability to construct clear explanations and to communicate these in a clear, structured manner, making use of appropriate political vocabulary</li> <li>– three marks should be used to credit spelling, punctuation and grammar.</li> </ul> </li> <li>• Where answers are short, examiners must use their judgement: a very short answer which meets the above criteria should not necessarily be awarded full marks for <b>AO3</b>.</li> </ul>	<b>[30]</b>
<b>4</b>	<p><b>Discuss the view that it is easy for UK citizens to gain redress of grievances.</b></p> <p><i>Specification: Redress of grievances.</i></p> <p><b>AO1 [12] AO2 [12] AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Candidates will display knowledge and understanding, and be able to define, grievances in the UK. They will show awareness of the sort of grievances that are relevant in this context</li> <li>• A range of methods of obtaining the redress of grievances is expected. They might include           <ul style="list-style-type: none"> <li>– MP</li> <li>– Parliament</li> <li>– Councillor</li> <li>– Ombudsmen</li> <li>– Administrative tribunals</li> <li>– Pressure groups</li> <li>– The judicial process and judicial review.</li> </ul> </li> <li>• There is no expectation that every one of those suggested above needs to be covered, or that the list is necessarily comprehensive</li> <li>• Credit candidates who are able to use contemporary examples.</li> <li>• <b>AO2:</b> Candidates will discuss the issue, probably by making out a case for and against the view that it is easy to obtain redress of grievances in the UK, using the knowledge required for <b>AO1</b></li> <li>• There needs to be evidence of a clear case each way for Level 3 and above. Candidates who argue very strongly one way can get Level 4 if it is a good case but there has to be clear sign of balance</li> <li>• Possible points to include           <ul style="list-style-type: none"> <li>– Cheap and easy access to MP/Councillor etc</li> <li>– Time allocated within parliament for this purpose</li> <li>– Readily available and free administrative tribunals</li> <li>– Media backing</li> <li>– Pressure group activity - eg Liberty.</li> </ul> </li> <li>• Possible points against might include           <ul style="list-style-type: none"> <li>– Cost of litigation</li> <li>– Slowness of legal processes</li> </ul> </li> </ul>	

Question Number	Answer	Max Mark
4 cont'd	<ul style="list-style-type: none"> <li>– Lack of power of ombudsmen etc</li> <li>– Ignorance of access points for grievance redress.</li> <li>• Reward focus and range, but distinguish between description (AO1) and analysis (AO2)</li> <li>• Level 4 answers offer a convincing case for or against the view, but demonstrate balance to some degree</li> <li>• Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking range and/or depth</li> <li>• Credit candidates who are able to use contemporary examples.</li> <li>• <b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>– three marks should be used to credit the ability to construct clear explanations and to communicate these in a clear, structured manner, making use of appropriate political vocabulary</li> <li>– three marks should be used to credit spelling, punctuation and grammar.</li> </ul> </li> <li>• Where answers are short, examiners must use their judgement: a very short answer which meets the above criteria should not necessarily be awarded full marks for <b>AO3</b>.</li> </ul>	<b>[30]</b>
5	<p><b>Analyse the view that membership of the European Union has led to a significant loss of UK sovereignty.</b></p> <p><i>Specification: Sovereignty, The EU, the impact of membership of the EU, Key developments in the EU affecting the UK.</i></p> <p><b>AO1 [12] AO2 [12] AO3 [6]</b></p> <ul style="list-style-type: none"> <li>• <b>AO1:</b> Candidates will display knowledge and understanding of the concept of sovereignty and the impact that EU membership has had and is having on sovereignty in the UK</li> <li>• Factors that might be raised should cover the impact on the legislature, the executive and the judiciary</li> <li>• The decision-making process within the EU and the role of a member state such as the UK in that process</li> <li>• Other factors such as the opt out of the EURO, the changes brought in by various inter-governmental treaties</li> <li>• The range of points that could be brought in to back up the significance is vast. Factortame is still very valid as well as the broader role of the ECJ.</li> <li>• <b>AO2:</b> Candidates will analyse the nature and extent of the impact of membership of the EU on UK sovereignty</li> <li>• Ideally candidates will consider the significance of the impact, but those who deal just the importance should get beyond Level 2. If there is clear evidence of thinking about significance then Level 4 is possible</li> </ul>	

Question Number	Answer	Max Mark
5 cont'd	<ul style="list-style-type: none"> <li>• Points which could be made for the 'significance' might be the powers of the Commission and the Council, the voting systems, the role of the ECJ. It might also be stressed that the UK has a role in all of these. The removal of parliamentary sovereignty will be emphasised, but subsidiarity might be brought in as a balancing point</li> <li>• Be flexible on the issue of 'damaging' and try and discriminate between the usual prejudice that comes into these answers and reasoned analysis</li> <li>• Reward focus and range, but distinguish between description (<b>AO1</b>) and analysis (<b>AO2</b>)</li> <li>• Level 4 answers offer a convincing case for or against the view, but demonstrate balance to some degree</li> <li>• Maximum Level 2 for candidates who provide answers which are short, poorly focused or lacking range and/or depth</li> <li>• Credit candidates who are able to use contemporary examples.</li>   <li>• <b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary, taking into consideration spelling, punctuation and grammar</li> <li>• Where a full-length answer is provided: <ul style="list-style-type: none"> <li>– three marks should be used to credit the ability to construct clear explanations and to communicate these in a clear, structured manner, making use of appropriate political vocabulary</li> <li>– three marks should be used to credit spelling, punctuation and grammar.</li> </ul> </li> <li>• Where answers are short, examiners must use their judgement: a very short answer which meets the above criteria should not necessarily be awarded full marks for <b>AO3</b>.</li> </ul>	<b>[30]</b>

## F853 Contemporary US Government and Politics

### Source

It has been suggested that the Founding Fathers established the Electoral College as they feared the “will of the people” and consequently they created a system by which the president was not elected by the ordinary voter. The bitterly disputed Florida vote in 2000 resulted in calls for the abolition of the Electoral College. In 2004, these demands disappeared from view. The fact remains however that presidents have been elected without winning the popular vote.

### 1 (a) Outline how the Electoral College works. [10]

*Elections: presidential: the Electoral College.*

	<b>AO1</b>	<b>AO3</b>
<b>Level 4</b>	7-8	2
<b>Level 3</b>	5-6	2
<b>Level 2</b>	3-4	1
<b>Level 1</b>	1-2	1

**AO1:** Candidates display knowledge and understanding of how the Electoral College works. This may include some of the following:

- The intentions of the Founding Fathers
- The allocation of Electoral College votes
- The need for an absolute majority
- The winner-takes-all system
- The methods used in Maine and Nebraska
- Examples of recent election results in the Electoral College
- Reference to other electoral systems such as FPTP (simple plurality) in UK general elections or the use of AMS for Scotland and Wales (hybrid) and list systems for the EP.

At the top end of level 4 candidates will be able to make 4 or 5 points about how the Electoral College functions. Discussion of the merits and problems of the system will not be rewarded here.

**AO3:** Expect most candidates to reach level 3 and use 2 as a default mark. At level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The answer will lack focus and be disorganised. Discussion of the merits and demerits of the system will not be rewarded here.

- 1 (b) Discuss the view that the Electoral College should be reformed. [15]

	AO2	AO3
Level 4	10-12	3
Level 3	7-9	2
Level 2	4-6	2
Level 1	0-3	0-1

**AO2:** Expect candidates to argue both for and against the reform of the Electoral College. These arguments may include: the over-representation of small states; the domination of the system by the 11 largest states; possibility of losing the popular vote but winning Electoral College vote (as for Bush in 2000); possible distortion of the popular vote result (though not in 2004); rogue electors; the system's unfairness to national third parties; the potential weaknesses of the system used in the case of Electoral College deadlock. Reform proposals could also be considered.

These arguments might be countered by the need for a clear winner and the mandate the College provides, the unsuitability of a proportional system, the preservation of states' rights and the danger of small states being completely ignored if the system was reformed. Arguments relating to the operation of the College in 2008 will be rewarded. This might mean placing the case for reform in context contrasting 2000 with more recent elections.

At the top end of level 4 candidates will do more than recite the arguments for and against. They will consider the use of the Electoral College in a modern democracy. This might invite discussion of the original intent of the Founding Fathers and the meaning of democracy. Similarly sophisticated answers will consider the relatively redundant role played by the College in most elections and perhaps also consider the importance of an "enhanced mandate" for any incoming president and their dealings with Congress. References may be made to other systems such as the second ballot in France.

**AO3:** Expect most candidates to reach level 3 and use 2 as a default mark. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At the top of level 4, candidates will have made good use of paragraphs to separate the arguments for and against and have used the introduction and conclusion to good effect. At level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.

## 2 Evaluate the importance of third parties in American politics.

[25]

*Political parties: The role and impact of third parties.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	9-10	9-10	5
<b>Level 3</b>	6-8	6-8	4
<b>Level 2</b>	3-5	3-5	2-3
<b>Level 1</b>	0-2	0-2	0-1

**AO1:** Candidates will display knowledge and understanding of a range of different types of third parties: national, regional and state based; permanent and temporary; ideological and issue based. They may also display knowledge and understanding of the existence of third parties not only in presidential politics, but in Congress and state elections. Look for examples such as: the Reform Party, the Libertarian Party, the Green Party, the US Taxpayers Party, and individuals such as Perot, Buchanan, Nader, Lieberman, Sanders. References to the 2008 elections will be rewarded. Reference might be made to the impact of the FPTP system and ballot requirements as a hurdle for third parties to overcome. Similarly the role of the Electoral College could form part of the discussion.

To reach the top of level 4 candidates will display knowledge and understanding of a wide range of third parties, their performance in recent elections and policy positions.

**AO2:** Expect candidates to evaluate the importance of third parties in American politics and to reach a well-argued and balanced conclusion. Candidates may argue that although third parties are often of little importance electorally, they can be of much larger *political* and *policy* importance by compelling the two major parties to adapt the policies they are espousing. This might be illustrated by an evaluation of the Reform Party/Perot vote in 1992 and the Green Party vote in 2000 as a “spoiler” effect upon GW Bush and Gore respectively. Discussion might consider their role in terms of agenda setting, policy innovation, a focus for protest votes, their short-lived nature (see “sting and die” analogy). Reference to independent candidates might be used to illustrate the monopoly of power enjoyed by the two main parties. This might extend to the impact of the Electoral College as an impediment to third party success.

To reach the top of level 4 candidates will display a range of arguments with contemporary examples without too much emphasis on historical ones. They will explain why their impact has been hindered by the electoral and party systems in the US. They will be able to identify how third parties can have a role to play.

**AO3:** Expect most candidates to reach level 3 and use 4 as a default mark. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At the top of level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.

**3 Assess the relative importance of factors likely to lead to success for pressure groups in Washington. [25]**

*Pressure groups: methods used: examples of, and reasons for, success or failure.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	9-10	9-10	5
<b>Level 3</b>	6-8	6-8	4
<b>Level 2</b>	3-5	3-5	2-3
<b>Level 1</b>	0-2	0-2	0-1

**AO1:** Candidates will display knowledge and understanding of pressure groups and this may include a brief definition of the various types of pressure groups and the methods used. Candidates similarly could outline the meaning of the term “Washington” and the institutions of federal government; namely Congress, the presidency and the Supreme Court. Reward candidates who provide a good range of well worked examples. Expect candidates to make reference to donations, publication of voting records, lobbying, revolving door syndrome, “pay to play”, 527 groups, and voter mobilisation. Case studies could be used to good effect here such as the pro-choice campaign against Miers.

At the top end of level 4 candidates will refer to a wide range of US pressure groups, their methods and the nature of US government and politics with reference to the different branches of government at federal and state level.

**AO2:** Expect candidates to analyse a range of factors that are likely to lead to success for pressure groups in Washington. These may include membership (size, quality and commitment), money, proximity of elections, media support, and insider status as linked to iron triangle and policy networks analysis.

Better candidates will attempt to evaluate and possibly rank the factors rather than merely listing them. Similarly candidates could attempt to structure their answers around each institution in question and reach separate conclusions about their accessibility to pressure group activity, eg are *amicus curiae* briefs influential? Reward those candidates who discuss the role of the bureaucracy as a fourth branch of government. This could be linked to the notion of iron triangles and policy networks.

At the top end of level 4 candidates will attempt to evaluate and possibly rank the factors rather than merely listing them. This might be done via case studies or an appreciation of the nature of US government and politics. This could extend to a consideration of the impact of the separation of powers and a federal system of government and the consequences for pressure group activity. They may allude to elitist views of the US politics.

**AO3:** Expect most candidates to reach level 3 and use 4 as a default mark. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At the top of level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.

4 Examine whether congressional checks on the president are effective today. [25]

*Congress: oversight of the executive. The presidency: relations with the Congress: theories of presidential power.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	9-10	9-10	5
<b>Level 3</b>	6-8	6-8	4
<b>Level 2</b>	3-5	3-5	2-3
<b>Level 1</b>	0-2	0-2	0-1

**AO1:** Candidates will display knowledge and understanding of a range of congressional checks on the president which may include: the power to amend, delay or reject legislation recommended by the president; the power to override the president's veto; the power of the purse; the Senate's power to confirm numerous appointments to the executive branch and all federal judicial appointments; the Senate's power to ratify treaties; the power to declare war; investigation; impeachment, trial and removal from office; other checks such as War Powers Act. Reward candidates who use well-worked and up to date examples such as developments after the 2006 mid terms.

To reach the top of level 4 candidates will refer to a wide range of checks upon presidential power and illustrate their answers with references to contemporary examples which might include detail on the Obama administration's dealings with the Democrat controlled Congress.

**AO2:** Expect candidates to examine the effectiveness of these checks and to reach a well-argued and balanced conclusion. Better candidates will differentiate between the effectiveness of each check whilst weaker candidates will tend to offer a blanket conclusion that the fact these checks exist, means that they are effective. Expect examination of such issues as: the possibility of gridlock in legislation; the politicisation of the confirmation process; the primacy of the presidency in foreign policy and the impact of the divided government when Congress and the White House are of different political persuasion. An examination of the varying fortunes of the Bush administration will provide ample scope for discussion and an evaluation of "effectiveness".

To reach the top of level 4 candidates will reach a conclusion. This might include a consideration of the constitutional arrangements in the US and a consideration of the division of powers between the branches of government. There may be reference to the nature of presidential power.

**AO3:** Expect most candidates to reach level 3 and use 4 as a default mark. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At the top of level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.

5 Analyse the reasons why Congress rejects more legislation than it passes. [25]

*Congress: the legislative process: factors influencing voting in Congress.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	9-10	9-10	5
<b>Level 3</b>	6-8	6-8	4
<b>Level 2</b>	3-5	3-5	2-3
<b>Level 1</b>	0-2	0-2	0-1

**AO1:** Candidates will display knowledge and understanding of the way in which legislation is passed in Congress. This may include: the initiation of legislation from a variety of sources; the committee stage; debates and votes on the floor of each house; conference committees; the president's options (sign, not sign, veto, pocket veto); Congress's power to override the president's veto. Reward those who illustrate their answer with well-worked and up to date examples.

To reach the top of level 4 candidates will have a detailed knowledge and understanding of the nature of the legislative process and the barriers that need to be overcome. References may be made to case studies such as the legislative programme of President Obama.

**AO2:** Expect candidates to examine a range of reasons why it is so difficult to pass legislation in Congress. These may include: the complicated and lengthy nature of the process; the volume of legislation introduced in each congressional session; the power of the committees; the equal power vested in both houses; Senate filibusters; the difficulty of overriding a presidential veto; the lack of party discipline; the possibility of divided party control between the executive and the legislature and possibly between the two houses of Congress. Reward those who challenge the assumption in the question.

To reach the top of level 4 candidates will have a good grasp of the fragmented, nebulous and parochial nature of the Congress, the different outlooks of the House and Senate and the impact of separation of powers. This might invite brief reference to other legislatures such as in the UK.

**AO3:** Expect most candidates to reach level 3 and use 4 as a default mark. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At the top of level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.

**6 Assess the claim that there are too few checks on the president in the determination of foreign policy. [25]**

*The presidency: functions of executives: powers of the president; presidential policy making (both domestic and foreign).*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	9-10	9-10	5
<b>Level 3</b>	6-8	6-8	4
<b>Level 2</b>	3-5	3-5	2-3
<b>Level 1</b>	0-2	0-2	0-1

**AO1:** Candidates will display knowledge and understanding of the role of the president in the determination of foreign and domestic policy. This may include discussion of some of the following: the president's role as Commander-in-Chief; the system of checks and balances with reference to the Senate's role in the appointment of ambassadors and ratification of foreign treaties; legislation passed after the Nixon presidency (War Powers, Case Acts); the role of congressional committees in both chambers in the oversight of the executive. Reward candidates who are able to refer to contemporary developments such as the War on Terror and post 2006 developments such as reports from General Petraeus and the debate surrounding the "surge" policy. Reference may be made to terms such as the "Imperial Presidency" (Schlesinger) and "Two presidencies" (Wildavsky), the role of executive orders and the notion of "presidential wars" such as Korea and Vietnam. The Bush Doctrine too will be worthy of discussion.

To reach the top of level 4 candidates will display a detailed knowledge of the methods that Congress can use against the presidency and make reference to developments post 9/11.

**AO2:** Expect candidates to offer a range of arguments both for and against the assertion that the presidency enjoys greater control in the foreign policy field. Reasons for the presidential primacy may include: post war anti communist consensus; the parochial focus of the Congress; the need for the quick decisions in the event of a nuclear attack; the constitutional role of the president as Commander-in-Chief.

Conversely, candidates may identify a resurgence in Congressional interest in foreign policy post Vietnam. They may identify the restraining effect of legislation in this regard (although the constitutionality of the War Powers Act is questionable), a more hostile attitude from the Congress and greater scrutiny from House and Senate committees.

The efficacy of these restraints however may be questioned by secrecy and the role of the CIA. Rendition and Iran-Contra provide cases in point. The latter might invite reference to the military-industrial complex and Vidal's arguments re American imperialism and discussion of the inability of the president to control the bureaucracy. The role of international organisations such as the UN and the EU provide further scope for discussion.

To reach the top of level 4 candidates will recognise the different contexts of domestic and foreign policies and consider both developments post Vietnam and 9/11.

**AO3:** Expect most candidates to reach level 3 and use 4 as a default mark. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At the top of level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.

- 7 **Discuss the view that the power of the Supreme Court cannot be justified in a democracy.** [25]

*The Supreme Court: Functions of judiciaries; the rule of law and judicial independence. Membership, appointment process and issues of judicial review; accountability and democratic control. Theories of judicial activism and restraint.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	9-10	9-10	5
<b>Level 3</b>	6-8	6-8	4
<b>Level 2</b>	3-5	3-5	2-3
<b>Level 1</b>	0-2	0-2	0-1

**AO1:** Candidates will display knowledge and understanding of the Supreme Court and its role in US government and politics. This will include: current membership; the appointment process including the roles of the president, Senate Judiciary Committee and the Senate; the power of judicial review including recent examples of the Court's power to declare acts of Congress and actions of the executive branch unconstitutional, as well as their power over laws and action of state governments. Reward candidates who refer to the Roberts Court and recent cases such as Gonzales v Carhart and Boumediene v Bush.

To reach the top of level 4 candidates will be able to establish democratic criteria such as participation, representation and accountability and display knowledge and understanding of the Court in recent years.

**AO2:** Expect candidates to discuss the claim in a balanced fashion considering both the arguments for and against the role of the Supreme Court in a democracy. The lack of election and accountability will be central to the case against when their powers are considered. The issue of abortion could be used as a basis for the democratic "dangers" of loose constructionism. The constraints upon the Court; as an appellate court, the precise wording of the Constitution, lack of enforcement powers, independence and background of the justices, input of the Senate into the appointment process, will provide a defence for the Court. The ability of the Congress to strip jurisdiction from the Court could also be viewed as further constraint and justification of the Court. Rulings can also be used to illustrate its defence of rights and role as a check on the executive and legislative as a further democratic justification.

To reach the top of level 4 candidates may consider concepts such as the rule of law and the significance of the independence of the judiciary. They may provide criteria that provide the basis for an assessment of the Court on democratic grounds. Into this discussion will be woven references to the actions of the Court.

**AO3:** Expect most candidates to reach level 3 and use 4 as a default mark. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At the top of level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.

- 8 To what extent have developments since 9/11 proved that rights and liberties are not adequately protected in the US today? [25]

*Civil rights and liberties: the role of institutions and of the Constitution in defending rights; current issues associated with rights and liberties.*

	AO1	AO2	AO3
Level 4	9-10	9-10	5
Level 3	6-8	6-8	4
Level 2	3-5	3-5	2-3
Level 1	0-2	0-2	0-1

**AO1:** Candidates will display knowledge and understanding of the protection of rights since 9/11. This may include a definition of rights and liberties with reference to the Bill of Rights and those amendments which come into view with regard to War on Terror (principally the 4th, 5th and 6th). Reference may be made to cases considered by the Court such as *Boumediene v Bush*, *Hamdan v Rumsfeld*, *Rasul v Bush*, *Hamdi v Rumsfeld*, and *Rumsfeld v Padilla*. The role of the executive and the Congress in the passage of the Patriot Act and its renewal could be considered. Reference to pressure groups such as the ACLU and the role of the media in the protection of rights provide further points for consideration.

To reach the top of level 4 candidates will display knowledge and understanding of a range of rights and liberties and the role played by all three branches of federal government.

**AO2:** Expect candidates to evaluate the protection of rights and liberties post 9/11. This will include: the Supreme Court's use of judicial review; Congress's use of the initiation, passage and renewal of the Patriot Act as well as committee investigations; the president's use of his powers of leadership, "the bully pulpit" and the ability to "wrap the presidency in the flag", policy initiation and execution. In order to reach the highest levels, candidates must make some reference to all three branches although a main focus on the Supreme Court would be acceptable. Discussion may centre on voting blocs on the Court and the impact of the Bush appointments. A general consideration of the efficacy of the Bill of Rights and notions such as "paper rights" might be considered from something of a historical perspective.

To reach the top of level 4 candidates will consider the context of positive rights and the enhanced role played by the judiciary in this regard. They will evaluate the nature of rights beyond this and their relative fragility in times of crisis such as after 9/11.

**AO3:** Expect most candidates to reach level 3 and use 4 as a default mark. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At the top of level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.

## F854 Political Ideas and Concepts

Section A																	
Question Number	Answer	Max Mark															
1 (a)	<p><b>Explain what is meant by the following terms:</b></p> <p><b>(i) parliamentary sovereignty</b>  <b>(ii) popular sovereignty</b></p> <p><i>Specification: the state, nation, sovereignty and globalisation - the meaning of sovereignty and its location.</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td><b>Level 4</b></td> <td>7-8</td> <td>2</td> </tr> <tr> <td><b>Level 3</b></td> <td>5-6</td> <td>2</td> </tr> <tr> <td><b>Level 2</b></td> <td>3-4</td> <td>1</td> </tr> <tr> <td><b>Level 1</b></td> <td>1-2</td> <td>1</td> </tr> </tbody> </table> <p><b>AO1 [8]; AO3 [2]</b></p> <p><b>AO1:</b> Candidates should display knowledge and understanding of parliamentary and popular sovereignty.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Link the generic meaning of sovereignty to ultimate power in both legal and political senses</li> <li>• Parliamentary sovereignty - ultimate power resides with a legislative assembly which is representative of the people - theoretically no authority should be higher and parliament should have the ability to do whatever it chooses</li> <li>• Popular sovereignty - ultimate power continues to be held by the citizenship collectively, although can be exercised by a representative body on behalf of the people. The authority of this body to exercise power and make laws can be overturned if the people expressly wish it to be.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Rousseau</li> <li>• Jefferson</li> <li>• Austin</li> <li>• AV Dicey</li> <li>• Mill.</li> </ul> <p><b>Award up to 4 marks each for the quality of the explanation with a L4 mark (ie 4 per each definition) given for a comprehensive explanation of each term and reference made to some relevant theory (not all required). L1 and L2 answers (1/2 marks per definition) will only have a partial or basic understanding of the most obvious points relating to each form of sovereignty.</b></p> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar. Note only 1 mark awarded for each subsection.</p>		AO2	AO3	<b>Level 4</b>	7-8	2	<b>Level 3</b>	5-6	2	<b>Level 2</b>	3-4	1	<b>Level 1</b>	1-2	1	<p>[5] [5]</p>
	AO2	AO3															
<b>Level 4</b>	7-8	2															
<b>Level 3</b>	5-6	2															
<b>Level 2</b>	3-4	1															
<b>Level 1</b>	1-2	1															

Section A																	
Question Number	Answer	Max Mark															
1 (b)	<p><b>Compare and contrast legal and political sovereignty.</b></p> <p><i>Specification: the state, nation, sovereignty and globalisation - legal and political sovereignty.</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>10-12</td> <td>3</td> </tr> <tr> <td>Level 3</td> <td>7-9</td> <td>2</td> </tr> <tr> <td>Level 2</td> <td>4-6</td> <td>2</td> </tr> <tr> <td>Level 1</td> <td>0-3</td> <td>0-1</td> </tr> </tbody> </table> <p><b>AO2 [12]; AO3 [3]</b></p> <p><b>AO2: Candidates should compare and contrast legal and political aspects of sovereignty.</b></p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The role of the sovereign (single entity above the law versus parliamentary body bound by the law)</li> <li>• Differences in the de jure (legal) form of authority and de facto (political) form of power</li> <li>• Attitude to the necessity of coercion (rightful compliance versus force)</li> <li>• The inter-related nature of the two concepts (in reality governments cannot exist without both).</li> </ul> <p><b>Note: candidates must compare and contrast the two concepts to access the higher mark bands - award at L2 where only one aspect covered. Award at L4 for effective and balanced comparison with some consideration of the extent of similarity/difference. Award at the top of the level where there is clear sophistication in the analysis.</b></p> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.  L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.  L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.  L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.  L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>		AO2	AO3	Level 4	10-12	3	Level 3	7-9	2	Level 2	4-6	2	Level 1	0-3	0-1	[15]
	AO2	AO3															
Level 4	10-12	3															
Level 3	7-9	2															
Level 2	4-6	2															
Level 1	0-3	0-1															

Section A																						
Question Number	Answer	Max Mark																				
2	<p><b>To what extent are democracy and dictatorship different?</b></p> <p><i>Specification: democratic theory - comparison with dictatorships.</i></p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td><b>Level 4</b></td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td><b>Level 3</b></td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td><b>Level 2</b></td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td><b>Level 1</b></td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p><b>AO1 [10]; AO2 [10]; AO3 [5]</b></p> <p><b>AO1:</b> Candidates should display knowledge and understanding of both democracy and dictatorship.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Understanding of the generic basis of democracy - its literal definition being rule of the people</li> <li>• Different types of democracy - classical, developmental, protective (liberal) and proletarian and what each understands as the basis of democracy</li> <li>• The generic basis of dictatorship - rule by a individual/elite with no continuous accountability by the people</li> <li>• Different types of dictatorship - hereditary/monarchical, military, authoritarian and totalitarian and central features of each.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Aristotle</li> <li>• Rousseau</li> <li>• Talmon</li> <li>• Marx</li> <li>• de Tocqueville</li> <li>• C Wright Mills.</li> </ul> <p><b>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</b></p> <p><b>AO2:</b> Candidates should consider the extent of difference between democracy and dictatorship.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• How government is created (consent versus coercion)</li> <li>• How authority is maintained (legal rational versus traditional and charismatic)</li> <li>• The basis of power (decision making versus coercion)</li> </ul>		AO1	AO2	AO3	<b>Level 4</b>	9-10	9-10	5	<b>Level 3</b>	6-8	6-8	4	<b>Level 2</b>	3-5	3-5	2-3	<b>Level 1</b>	0-2	0-2	0-1	[25]
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<b>Level 1</b>	0-2	0-2	0-1																			

Section A		
Question Number	Answer	Max Mark
2 cont'd	<ul style="list-style-type: none"> <li>• Modern elitists and Marxists see democracies as effectively bourgeois dictatorships based upon thought control and ideological hegemony</li> <li>• Note effective similarities based upon the necessity of dictatorships to achieve consent in the long term (public plebiscites, populist policies).</li> </ul> <p><b>Note: in order to access the highest mark band candidates must consider some relevant similarities rather than just key differences. Award maximum L2 where only one side considered. Award at L4 where there is an evaluative comparison and not just descriptive, and also an attempt to directly consider extent of difference. Award at the top of the level where there is clear sophistication in the analysis.</b></p> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.  L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.  L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.  L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.  L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

Section B																						
Question Number	Answer	Max Mark																				
3	<p><b>Discuss the extent to which political power is based upon the concept of decision-making</b></p> <p><i>Specification: power, authority and legitimacy – typologies of power.</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td>Level 4</td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td>Level 3</td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td>Level 2</td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td>Level 1</td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p><b>AO1 [10]; AO2 [10]; AO3 [5]</b></p> <p><b>AO1:</b> Candidates should display knowledge and understanding of the typologies of power.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The generic meaning of power linked to the concept of being able to do something or make others do what one wishes</li> <li>• Weber's three faces of power - decision-making, agenda setting and thought control</li> <li>• Use of coercion and persuasion as forms of power.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Lukes</li> <li>• Bachrach and Baratz</li> <li>• Schattschneider</li> <li>• Boulding</li> <li>• Oahl</li> <li>• Marcuse.</li> </ul> <p><b>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</b></p> <p><b>AO2:</b> Candidates should discuss how far political power is based upon decision-making.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The importance of decision-making as a form of political power - link to liberal pluralist concepts</li> <li>• The importance of agenda setting - link to elitist views on filtering out radical ideas</li> <li>• The importance of thought control - link to Marxist views on ideological dominance through bourgeois hegemony</li> <li>• The importance of coercion in securing compliance for the above methods</li> <li>• The relative importance of each form of power in different political systems: liberal, democratic and dictatorial.</li> </ul>		AO1	AO2	AO3	Level 4	9-10	9-10	5	Level 3	6-8	6-8	4	Level 2	3-5	3-5	2-3	Level 1	0-2	0-2	0-1	[25]
	AO1	AO2	AO3																			
Level 4	9-10	9-10	5																			
Level 3	6-8	6-8	4																			
Level 2	3-5	3-5	2-3																			
Level 1	0-2	0-2	0-1																			

Section B		
Question Number	Answer	Max Mark
3 cont'd	<p><b>Note: in order to access the higher mark bands candidates must consider a variety of forms of power and not just decision-making. Award at L2 where only effectively one model is considered. Award at L4 where effective analysis is made of each of the main models and consideration is given to the relative importance of the decision making model. Award at the top of the level where there is clear sophistication in the analysis.</b></p> <p><b>A03:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <p>L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.</p> <p>L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.</p> <p>L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.</p> <p>L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

Section B																						
Question Number	Answer	Max Mark																				
4	<p><b>Compare and contrast legal and moral rights.</b></p> <p><i>Specification: rights, liberty and equality - different forms of rights including moral and legal.</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td><b>Level 4</b></td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td><b>Level 3</b></td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td><b>Level 2</b></td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td><b>Level 1</b></td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p><b>AO1 [10]; AO2 [10]; AO3 [5]</b></p> <p><b>AO1:</b> Candidates should display knowledge and understanding of legal and moral rights.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Understanding of legal rights - rights that are enshrined within law and thus are protected by the state in a particular society, need not be universally recognised by other societies</li> <li>• The concept of positive law - laws that lack any subjective moral basis</li> <li>• Understanding of moral rights - rights that are perceived as universal applying to all humanity (natural or human)</li> <li>• Concept of natural law - law based upon universal truths (morals)</li> <li>• Attempts to classify moral rights into universally agreed declarations.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Hohfeld</li> <li>• Locke</li> <li>• Jefferson</li> <li>• Bentham</li> <li>• Marx.</li> </ul> <p><b>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</b></p> <p><b>AO2:</b> Candidates should compare and contrast legal and moral rights.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The origin of legal and moral rights</li> <li>• The extent of recognition of each form of rights (societal versus universal)</li> <li>• Relative link to the law (natural and positive law)</li> <li>• Degree of rights protection for each (constitutional versus international).</li> </ul>		AO1	AO2	AO3	<b>Level 4</b>	9-10	9-10	5	<b>Level 3</b>	6-8	6-8	4	<b>Level 2</b>	3-5	3-5	2-3	<b>Level 1</b>	0-2	0-2	0-1	[25]
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<b>Level 1</b>	0-2	0-2	0-1																			

Section B		
Question Number	Answer	Max Mark
4 cont'd	<p><b>Note: in order to access the higher mark bands candidates must compare and contrast both forms of rights - award at maximum of L2 where only one aspect is considered. Award at L4 where an evaluative rather than descriptive comparison is made. Award at the top of the level where there is clear sophistication in the analysis.</b></p> <p><b>A03:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.  L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.  L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.  L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.  L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

Section B																						
Question Number	Answer	Max Mark																				
5	<p><b>Discuss the arguments in favour of civil disobedience.</b></p> <p><i>Specification: law, order, justice and obligation – justifications for law breaking particularly relating to civil disobedience.</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td><b>Level 4</b></td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td><b>Level 3</b></td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td><b>Level 2</b></td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td><b>Level 1</b></td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p><b>AO1 [10]; AO2 [10]; AO3 [5]</b></p> <p><b>AO1:</b> Candidates should display knowledge and understanding of the ideas behind civil disobedience.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The meaning of civil disobedience as the principled breaking of laws that one morally/politically disagrees with or the violation of lesser laws for a higher good</li> <li>• Distinct from criminality - law breaking for personal gain</li> <li>• Distinction between civil disobedience and terrorism, the former peaceful protest and the latter violent action against property or people in order to achieve political goals</li> <li>• Links to direct action and brief reference to civil disobedience campaigns.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Locke</li> <li>• Gandhi</li> <li>• Thoreau</li> <li>• Luther King.</li> </ul> <p><b>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</b></p> <p><b>AO2:</b> Candidates should discuss the arguments in favour of civil disobedience. They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Appeal to higher sense of justice</li> <li>• Rejection of unjustified laws</li> <li>• Lack of alternative sources of protest</li> <li>• Loss of consent by a regime that no longer upholds the interest of the citizenship.</li> </ul>		AO1	AO2	AO3	<b>Level 4</b>	9-10	9-10	5	<b>Level 3</b>	6-8	6-8	4	<b>Level 2</b>	3-5	3-5	2-3	<b>Level 1</b>	0-2	0-2	0-1	[25]
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<b>Level 1</b>	0-2	0-2	0-1																			

Section B		
Question Number	Answer	Max Mark
5 cont'd	<p><b>Note:</b> in order to access the higher mark bands candidates should critically discuss the arguments, questioning their validity. Description of arguments should achieve at best low L3. Award at L4 where there is an effective critique made of the arguments, integrating problems as well as strengths. Award at the top of the level where there is clear sophistication in the analysis.</p> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <p>L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.</p> <p>L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.</p> <p>L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.</p> <p>L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

Section B																						
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6	<p><b>Discuss how far New Right theories are essentially conservative.</b></p> <p><i>Specification: conservatism and nationalism - different types of conservatism – The New Right.</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td><b>Level 4</b></td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td><b>Level 3</b></td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td><b>Level 2</b></td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td><b>Level 1</b></td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p><b>AO1 [10]: AO2 [10]; AO3 [5]</b></p> <p><b>AO1:</b> Candidates should display knowledge and understanding of New Right theories.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Generic understanding of conservatism and its core values (eg negative view of human nature; support for order, tradition and resistance to radical change; patriotism; pragmatism; individualism and the sanctity of private property)</li> <li>• Types of New Right ideas - neo-liberal economic theory and social conservatism</li> <li>• New Right support for the nation state</li> <li>• Influence of New Right ideas upon conservative politicians in UK and US.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Hayek</li> <li>• Nozick</li> <li>• Friedman</li> <li>• Joseph</li> <li>• Strauss</li> <li>• Kristol.</li> </ul> <p><b>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</b></p> <p><b>AO2:</b> Candidates should discuss the extent to which New Right theories are conservative.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The distinction between the two strands of the New Right theories</li> <li>• Links between social conservative strand and aspects of conservatism (order, tradition, patriotism and rejection of moral relativism)</li> <li>• Links of economic New Right to conservatism (sanctity of property and individualism)</li> </ul>		AO1	AO2	AO3	<b>Level 4</b>	9-10	9-10	5	<b>Level 3</b>	6-8	6-8	4	<b>Level 2</b>	3-5	3-5	2-3	<b>Level 1</b>	0-2	0-2	0-1	[25]
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Section B		
Question Number	Answer	Max Mark
6 cont'd	<ul style="list-style-type: none"> <li>• Links of economic New Right and classical liberalism (laissez-faire economy, individualism and rejection of organic society)</li> <li>• Ideological nature of New Right as opposed to pragmatic nature of conservatism</li> <li>• Link between New Right and western conservative political parties.</li> </ul> <p><b>Note: in order to access the higher mark bands candidates must consider aspects of New Right theory that are not traditionally conservative in nature. Award at maximum L2 where candidates only describes aspects of New Right and/or conservatism. Award at L4 where there is an effective evaluation of the extent to which New Right theories owe to conservatism and appreciation of other ideological influences. Award at the top of the level where there is clear sophistication in the analysis.</b></p> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.  L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.  L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.  L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.  L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

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7	<p><b>Discuss whether there is more to liberalism than the safeguarding of individual rights and liberties.</b></p> <p><i>Specification: liberalism and socialism – liberalism core values.</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td><b>Level 4</b></td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td><b>Level 3</b></td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td><b>Level 2</b></td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td><b>Level 1</b></td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p><b>AO1 [10]; AO2 [10]; AO3 [5]</b></p> <p><b>AO1:</b> Candidates should display knowledge and understanding of liberalism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The basis of liberalism and its core values (eg individual liberty; limited government based upon consent; constitutionalism; equality of rights and opportunity; political pluralism)</li> <li>• Different forms of liberalism - classical, new, welfare and contemporary.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Locke</li> <li>• de Tocqueville</li> <li>• Madison</li> <li>• Smith</li> <li>• Mill</li> <li>• TH Green</li> <li>• Rawls.</li> </ul> <p><b>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or no accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</b></p> <p><b>AO2:</b> Candidates should discuss the core values of liberalism including the importance of safeguarding individual rights and liberties.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• The importance of individual rights and liberties protection - constitutionalism, support for natural and human rights through a bill of rights and the rule of law</li> <li>• Other important features of liberalism - foundational and equality of opportunity and limited government</li> </ul>		AO1	AO2	AO3	<b>Level 4</b>	9-10	9-10	5	<b>Level 3</b>	6-8	6-8	4	<b>Level 2</b>	3-5	3-5	2-3	<b>Level 1</b>	0-2	0-2	0-1	[25]
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Section B		
Question Number	Answer	Max Mark
7 cont'd	<ul style="list-style-type: none"> <li>Distinction of priorities between classical and modern forms of liberalism - the former based largely upon individual rights and liberties protection and limited government, and greater emphasis of the latter on equality of opportunity, enhancing positive liberty and social justice.</li> </ul> <p><b>Note: in order to access the higher mark bands candidates must consider other important features of liberalism beyond individual rights and liberties. Award at maximum L2 for descriptions of aspects of liberalism and/or rights and liberties. Award at L4 where there is an effective evaluation of the extent to which liberalism is based on rights and liberties and consideration of other aspects in the variety of forms of liberal ideology. Award at the top of the level where there is clear sophistication in the analysis.</b></p> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.</p> <p>L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.</p> <p>L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.</p> <p>L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.</p> <p>L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

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8	<p><b>Compare and contrast deep and shallow ecologism.</b></p> <p><i>Specification: alternative ideologies - environmentalism and ecologism.</i></p> <table border="1"> <thead> <tr> <th></th> <th>AO1</th> <th>AO2</th> <th>AO3</th> </tr> </thead> <tbody> <tr> <td><b>Level 4</b></td> <td>9-10</td> <td>9-10</td> <td>5</td> </tr> <tr> <td><b>Level 3</b></td> <td>6-8</td> <td>6-8</td> <td>4</td> </tr> <tr> <td><b>Level 2</b></td> <td>3-5</td> <td>3-5</td> <td>2-3</td> </tr> <tr> <td><b>Level 1</b></td> <td>0-2</td> <td>0-2</td> <td>0-1</td> </tr> </tbody> </table> <p><b>AO1 [10]; AO2 [10]; AO3 [5]</b></p> <p><b>AO1:</b> Candidates should display knowledge and understanding of different types of ecologism.</p> <p>Candidates should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Understanding of the generic concept of ecologism - movement designed to change humanity's relationship with the natural environment based upon scientific principles</li> <li>• Understanding of shallow ecologism - humanity as guardians of the world thus stewardship needs controlling. Focused upon scientific outlook raising issues such as biodiversity</li> <li>• Understanding of deep ecologism - rejection of human superiority, stresses holistic approach of the earth as an interrelated living organism. Goes beyond scientific basis to religious and philosophical aspects.</li> </ul> <p>Candidates should illustrate their ideas with the views of relevant political thinkers. These might include:</p> <ul style="list-style-type: none"> <li>• Naess</li> <li>• Lovelock</li> <li>• Capra</li> <li>• Hardin</li> <li>• Schumacher.</li> </ul> <p><b>In order to access the top mark bands candidates must display accurate knowledge and understanding of the relevant theory and illustrate their explanation with reference to relevant political theorists. Maximum L2 should be awarded for limited understanding and/or not accurate reference to relevant theorists. Award L4 for sophisticated understanding and comprehensive use of relevant theorists. Award at the top of the level for completeness of understanding and extensive illustration through use of theorists.</b></p> <p><b>AO2:</b> Candidates should compare and contrast shallow and deep ecologism.</p> <p>They should refer to some of the following:</p> <ul style="list-style-type: none"> <li>• Attitude towards the role of humanity in connection with the planetary eco-system (guardians versus equal members)</li> <li>• The extent to which the two are based upon scientific ideas (science versus philosophical and religious basis)</li> <li>• Attitudes towards holism (inter-connectedness versus living organism model)</li> </ul>		AO1	AO2	AO3	<b>Level 4</b>	9-10	9-10	5	<b>Level 3</b>	6-8	6-8	4	<b>Level 2</b>	3-5	3-5	2-3	<b>Level 1</b>	0-2	0-2	0-1	[25]
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Section B		
Question Number	Answer	Max Mark
8 cont'd	<ul style="list-style-type: none"> <li>Potential impact upon human society of the aims of each concept (both see need to restructure society with environmental issues at its heart causing whole scale economic and technological reform).</li> </ul> <p><b>Note: to access the higher mark bands candidates should compare and contrast both concepts. Award at L2 where only one aspect covered. Award at L4 where there is an effective evaluative rather than descriptive comparison made. Award at the top of the level where there is clear sophistication in the analysis.</b></p> <p><b>AO3:</b> Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.  L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.  L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.  L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.  L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.</p>	

## F855 US Government and Politics

### 1 Discuss the view that the state of the economy is the most important influence upon voting behaviour. [50]

*Specification: elections: theories of voting behaviour; contemporary issues associated with elections and voting behaviour.*

	AO1	AO2	AO3
<b>Level 4</b>	16-20	19-24	6
<b>Level 3</b>	11-15	13-18	4-5
<b>Level 2</b>	6-10	7-12	3
<b>Level 1</b>	0-5	0-6	0-2

**AO1:** Candidates display knowledge of factors influencing modern elections and voting behaviour.

- They may display specific knowledge of the results of recent elections, and the ways in which they are influenced by the state of the economy.
- References may be made to the “credit crunch” and its impact upon the Republican vote in the 2008 presidential and Congressional elections. Similarly Labour’s “sound” stewardship of the economy 1997- 2005 may also be considered along with more recent developments from 2008.
- Other influences should be discussed. These may include some of the following:
  - The impact of the media and campaign finance.
  - Sociological factors, or other long-term factors.
  - Short-term factors, personality, campaigns, and the record of governments.
  - The geographical distribution of votes/impact of region.
- They may display knowledge of theories of voting behaviour which attempt to frame electoral behaviour today.
- They may display knowledge of trends of non-participation.

To reach the top of level 4 candidates will need a good grasp of all the factors affecting voting behaviour and not solely concentrate on the state of the economy. There will be a good knowledge of recent elections and theories of voting behaviour.

**AO2:** Candidates analyse the importance of the state of the economy as a key determinant of voting behaviour.

- They may analyse the relation between the state of the economy and the vote for certain candidates and parties.
- This may be linked to theories of dealignment and the increased importance of pocket/cheque book voting where self interest has replaced partisan alignment.
- Similarly the economy may be placed in the broader spectrum of short term issues which influence voting behaviour such as:
  - The role of image and the role of finance where these are appropriate – especially in American elections (Obama 2008).
  - The recent record of governments and, looking to the future, issue voting.
- They may refer to theories of voting behaviour.
- Better answers will question the assertion in the question and not only consider the importance of other short term factors but recognise the significance of long term factors such as race and gender (US) and class and income in the UK.
- Some candidates may allude to the increased volatility of the electorate and the issues this poses for psephologists.

To reach the top of level 4 candidates will be able to weave together developments in recent elections and the theories of voting behaviour. They should be able to reach an independent conclusion rather than list a range of factors.

Candidates should draw upon the knowledge of different political systems studied in the whole GCE course. Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union where these are relevant and illuminating.

**AO3:** Expect most candidates to reach level 3 and use 4 as a default mark. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At the top of level 4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.

**2 Contrast the roles of third and minor parties in different political systems. [50]**

*Specification: political parties and pressure groups: two-party, multiparty and dominant-party systems.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	16-20	19-24	6
<b>Level 3</b>	11-15	13-18	4-5
<b>Level 2</b>	6-10	7-12	3
<b>Level 1</b>	0-5	0-6	0-2

**AO1:** Candidates display knowledge of third and minor parties in the UK and US political systems and the reasons for their presence and vitality.

- They may display knowledge of the different electoral systems used in countries such as Scotland and Wales, which may allow third or minor parties to flourish, or FPTP systems that help to preserve the two party dominance.
- They may display knowledge of the regional appeal of nationalist parties, or of parties in articulating an ideological position.
- They may display knowledge of the contribution of third parties to government or opposition, or other roles.
- Candidates draw upon the knowledge of different political systems studied in the whole GCE course.
- Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union where these are relevant and illuminating.

To reach the top of level 4 candidates will be able to identify a range of functions with supporting evidence.

**AO2:** Candidates analyse the roles of third and minor parties in political systems.

- They may analyse the number of parties as a function of the electoral system.
- They may analyse the evanescent nature of third parties in the US, and the practice of the major parties in absorbing their policies after elections.
- They may analyse the role of parties in a system such as their contribution to the articulation of regionalism/separatism, or ideological fragmentation, or giving voice to modern disaffection from traditional parties, such as Scottish Socialist Party, Respect, UKIP, or the Constitutional Action Party, Libertarian or Green Parties.
- They may analyse the role of such parties as coalition partners.

To reach the top of level 4 candidates will be able to make effective comparisons and seek to explain their contrasting roles.

Candidates should draw upon the knowledge of different political systems studied in the whole GCE course. Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union where these are relevant and illuminating.

**AO3:** Expect most candidates to reach level 3 and use 4 as a default mark. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At the top of level 4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.

**3 Assess the claim that pressure groups undermine democratic government. [50]**

*Specification: political parties and pressure groups: the function and power of pressure groups in a modern representative democracy.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	16-20	19-24	6
<b>Level 3</b>	11-15	13-18	4-5
<b>Level 2</b>	6-10	7-12	3
<b>Level 1</b>	0-5	0-6	0-2

**AO1:** Candidates display knowledge of the contribution of interest groups to democratic government today. This may include references to some of the following:

- The rise of direct action with examples from the UK such as Plane Stupid and Earth First and Operation Rescue in the US. The use of violence by organisations such as those at G8 summits.
- Details of the inequalities between groups in terms of finance, membership and resources.
- Examples of the “public interest” being passed over due to pressure group influence such as in the area of gun control and health reform in the USA.
- Their role in articulating minority points of view.
- Case studies of groups representing sections or issues.
- Knowledge of the way in which groups influence government.
- Theories of pressure group behaviour such as corporatism, pluralism and elitism.
- Knowledge of recent issues in which interest groups have been involved, such as: their contribution to commissions considering government proposals and the provision of expertise, financial contributions made to parties’ or candidates’ election funding and activity objecting to existing proposals.
- Knowledge of group organisation and activity in Brussels such as carried out by the NFU in an attempt to influence the CAP and resources needed to undertake such an operation.

To reach the top of level 4 candidates will be able to provide democratic criteria upon which an assessment may be based. There will be use of a wide range of examples of pressure group activity from more than one country to support arguments.

**AO2:** Candidates analyse the contribution of groups to the working of democratic government. They may analyse the various ways in which groups enhance democracy:

- In supplying information, in allowing counter-cultural points of view to be heard, in allowing minorities to contribute to the democratic process.
- By their impact upon participation and representation in a time of voter apathy and declining party membership also illustrates their democratic worth.
- By their educative and informative roles.
- By scrutiny of the legislature and executive.
- Through the provision of expertise to assist in policy formulation.

There may be some discussion of New Social Movements which lack the formal structure of traditional pressure groups with no leadership or traditional organisation.

They should analyse the ways in which groups might subvert the democratic process:

- By short-circuiting the electoral process and by-passing elective representatives in the case of insider status and similar cosy arrangements between the pressure groups and decision makers such as in a policy network.
- When the influence of minorities outweighs that of majorities.
- The “selfish” nature of sectional groups which can subvert the general will. This can be linked to elitist and Marxist viewpoints of the role of pressure groups.
- The threat to the rule of law posed by those groups who are prepared to break the law.

To reach the top of level 4 candidates will make some form of judgement as to the role played by pressure groups. Rather than just recite the traditional arguments for and against, they will attempt to consider the extent to which a country comes closer to the pluralist, New Right or elitist models and the implications of this for their democratic worth. In order to reach above level 2, candidates must consider both sides of the question.

Candidates should draw upon the knowledge of different political systems studied in the whole GCE course. Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union where these are relevant and illuminating.

**AO3:** Expect most candidates to reach level 3 and use 4 as a default mark. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At the top of level 4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.

**4 Examine the view that rights and liberties are under threat today.****[50]**

*Specification: civil rights and liberties: issues concerning the adequacy of governmental arrangements for the effective protection of majority and minority rights.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	16-20	19-24	6
<b>Level 3</b>	11-15	13-18	4-5
<b>Level 2</b>	6-10	7-12	3
<b>Level 1</b>	0-5	0-6	0-2

**AO1:** Candidates display knowledge of rights and liberties and the extent to which they are under threat today.

- They may display knowledge of bills of rights, or other constitutional prescriptions of rights and their interpretation by courts in countries such as the USA.
- They may display knowledge of US cases such as Boumediene 2008, Hamdan 2006, or earlier rulings, such as Hamdi, Rasul.
- They may display knowledge of rights as they have historically been grounded and defended, in the UK.
- They may display knowledge of the increasing importance of the incorporation of the ECHR into British law, and a working of case studies which are germane in this context, such as the Belmarsh detainees ruling in December 2004.
- They may display knowledge of the security measures recently taken by governments at the expense of rights and liberties, such as the Patriot Act, or the controversial counter terrorism legislation passed by the British Parliament in November 2005 and attempts to extend detention without trial and introduce ID cards.
- They may refer to reform proposals from Straw and Cameron with regard to a British Bill of Rights.
- They may display knowledge of the attempt to give the ECJ a competence in rights and liberties through the European Constitution.
- Reference may be made to the work and concerns of groups such as the ACLU and Liberty.

In order to reach the top of level 4 candidates will be able to provide a good range of rights and liberties which can be expected in a democracy. A wide range of examples of their infringement and defence will be provided to support arguments.

**AO2:** Candidates analyse the ways that rights and liberties are under threat and the extent to which they are effectively defended.

- The nature of rights (natural, positive and negative) would provide a good basis for discussion of key issues.
- Similarly the context of rights in a democracy may be linked to concepts such as the tyranny of the majority.
- These arguments might be balanced by a consideration of security issues following 9/11 and the need to protect the rights of the majority.
- They may analyse the defence of rights by judicial interpretation of a bill of rights.
- Balanced analysis may include study of the role of parliaments or other assemblies, and discussion of the importance of their role when parliament is sovereign.
- They may analyse the role of courts and judges in interpreting law or constitutions, maybe suggesting that putting the rights into written form is not in itself enough (the inadequacy of "paper rights").
- They may analyse the recent actions of governments in passing security measures which limit rights, and their respect for the rule of law.

- The role of the media, pressure groups and the creation of a rights culture and rights education could be incorporated into a discussion of the factors necessary to ensure that rights are not under threat

In order to reach the top of level 4 candidates will recognise both the case for and against and attempt to make some sort of judgement as to the status of rights today.

Candidates should draw upon the knowledge of different political systems studied in the whole GCE course. Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union where these are relevant and illuminating.

**AO3:** Expect most candidates to reach level 3 and use 4 as a default mark. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At the top of level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.

**5 Discuss the view that devolved power has all the advantages of a unitary system but none of the disadvantages of federalism. [50]**

*Specification: constitutions: relationships between the centre and periphery: federal, devolved and unitary constitutions.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	16-20	19-24	6
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<b>Level 1</b>	0-5	0-6	0-2

**AO1:** Candidates display knowledge of the various systems of government in this context – federalism in the US, devolution in the UK, and unitary systems such as that in England.

- They may display knowledge of the relationship between the centre and periphery as it works in the UK.
- They may display knowledge of the features of federalism in the US, and perhaps in the EU.
- They may display knowledge of the unitary form of government in England.
- They may display knowledge of the principle of subsidiarity and that governments increasingly embraced this principle in the latter portion of the last century.
- Candidates draw upon the knowledge of different political systems studied in the whole GCE course.
- Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union where these are relevant and illuminating. They might include references to countries such as Spain, Belgium and Germany.

In order to reach the top of level 4 candidates will demonstrate a good knowledge of devolution and federalism and provide a range of examples as detailed above to support arguments.

**AO2:** Candidates discuss the advantages of different relationships between centre and periphery, arguing perhaps that federal and devolved systems are responsive to the public, allow self-government and act as laboratories of democracy, but may also involve confusion and policy difference and duplication.

- Candidates may use more sophisticated analysis which may involve counterarguments, suggesting that unitary systems often seem remote, and undemocratic, or that federal systems have advantages over devolved systems.
- Candidates analyse relevant features of, and make connections between, different political systems studied in the whole GCE course.

In order to reach the top of level 4 candidates might consider the suitability of these systems to the country in question rather than listing advantages and disadvantages. Expect candidates to make some sort of judgement as to which system is best for homogenous and heterogeneous countries.

Candidates should draw upon the knowledge of different political systems studied in the whole GCE course. Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union where these are relevant and illuminating.

**AO3:** Expect most candidates to reach level 3 and use 4 as a default mark. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At the top of level 4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.

**6 To what extent do legislatures control the work of the executive?****[50]**

*Specification: legislatures: the relationships with the executive branch of government; executives: relationships with the legislative branch of government; contemporary issues concerning the role, and power of executives, authority and accountability.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	16-20	19-24	6
<b>Level 3</b>	11-15	13-18	4-5
<b>Level 2</b>	6-10	7-12	3
<b>Level 1</b>	0-5	0-6	0-2

**AO1:** Candidates display knowledge of the ways in which the US Congress and British Parliament control the work of the executive.

- They may display knowledge of the various processes which do this – through legislation, committee work, special procedures such as impeachment, or votes of no-confidence.
- They may display knowledge of the way the EU parliament now superintends the appointment of EU Commissioners, or the proposal in the European constitutional treaty giving national parliaments a role in approving measures put forward by the Commission via an extension of the co-decision and cooperation procedures.

To reach the top of level 4 expect candidates to provide a wide range of examples and to make reference to parliamentary systems as opposed to those based upon a separation of powers (US) or concentration of powers (EU).

**AO2:** Candidates discuss the effectiveness of methods used by legislatures to control executives.

- They may analyse the effectiveness of congressional checks through an examination of case studies such as: treaties rejected, eg the Test Ban Treaty of 1999, legislation passed, or vetoes overturned, eg developments since the mid term elections of 2006 and 2008 elections, the Securities Bill of 1995, the rejection of appointments, eg Tower and Bork and role on the withdrawal of Miers, the rejection of the plan to sell the American port authorities to an Arab company.
- Candidates may analyse attempts to hold the British Government to account, such as confidence votes, and rebellions in divisions.
- They may analyse the European Parliament's role in the Buttiglione appointment, and over the Santer Commission's resignation in 1999.

To reach the top of level 4 candidates should be able to make effective comparisons and identify the factors which explain the contrast in their respective powers.

Candidates should draw upon the knowledge of different political systems studied in the whole GCE course. Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union where these are relevant and illuminating.

**AO3:** Expect most candidates to reach level 3 and use 4 as a default mark. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At the top of level 4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.

**7 Discuss the advantages and disadvantages of a single executive over a plural executive constituted by a group of ministers. [50]**

*Specification: Executives: power and functions of chief executives; issues concerning the organisation of executives – as presidential, or prime ministerial, and cabinet government; issues concerning the efficiency of executives in carrying out the functions of executives.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	16-20	19-24	6
<b>Level 3</b>	11-15	13-18	4-5
<b>Level 2</b>	6-10	7-12	3
<b>Level 1</b>	0-5	0-6	0-2

**AO1:** Candidates display knowledge and understanding of the relevant features of presidencies and executives constituted by a group of ministers. There will be knowledge of:

- The organisation of executives and differences between countries.
- The role of the EXOP and cabinet in the US and the collective identity of its British counterpart.
- Concepts such as collective and individual responsibility, institutional separation and estrangement and “agency capture” could be outlined.
- Case studies such as Hurricane Katrina and Iran Contra could provide the basis for discussion as examples of the problems of coordination and control.
- Events such as the Iraq war and Poll Tax might be cited as examples of ill-conceived decisions taken by a singular executive.
- References might be made to the unity evident in the New Labour era.
- Reference might be made to the core executive model.
- Discussion of the bureaucracies will be rewarded.

In order to reach the top of level 4 candidates should be able to provide a detailed discussion of the mechanisms of executive government. References to decision making in the EU in this regard would be worthy of this level.

**AO2:** Candidates discuss the advantages and disadvantages of singular versus plural executives. This may include some of the following areas for consideration by reference to different political systems that have been studied:

- The difficulties of one person organising and controlling the executive branch.
- Problems of control and accountability.
- The advantages of pooling knowledge and sharing decision making.
- The speed with which decisions can be and may need to be taken with a singular executive in a national emergency or in the foreign policy domain.
- The theory of prime ministerial government might be applied to executive power in the UK and the efficacy of cabinet government questioned.

In order to reach the top of level 4 candidates will be able to develop criteria which allow effective comparisons to be made and the relative merits and demerits identified.

Candidates should draw upon the knowledge of different political systems studied in the whole GCE course. Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union where these are relevant and illuminating.

**AO3:** Expect most candidates to reach level 3 and use 4 as a default mark. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At the top of level 4, candidates will have made good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.

**8 Discuss the view that while judicial independence is essential in a democratic system, it is rarely achieved. [50]**

*Judiciaries: Political influence and significance; selection and accountability of judges, role of courts in democracies; issues of neutrality and independence; relationships with the legislative and executive branches of government; contemporary issues concerning the role of courts. Civil rights and liberties: issues concerning the adequacy of governmental arrangements for the effective protection of majority and minority rights, with particular reference to constitutions, bills of rights, legislatures and judiciaries; issues concerning rights, liberty and citizenship; contemporary issues concerning rights and liberties.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	16-20	19-24	6
<b>Level 3</b>	11-15	13-18	4-5
<b>Level 2</b>	6-10	7-12	3
<b>Level 1</b>	0-5	0-6	0-2

**AO1:** Candidates display knowledge of the role of judiciaries in different political systems.

- There may be knowledge of the underlying constitutional frameworks in which judiciaries operate and the extent to which this impacts upon the role of the judiciary in that country.
- They may display knowledge of key concepts such as: the rule of law, judicial independence, the separation of powers, strict and loose constructionism, judicial activism and passivism, definitions of “judicial” and “political.”
- Examples of political activity by courts with references to contemporary cases and events where courts have been in conflict with executives and legislatures.
- Appointment process, appointments and alleged “politicisation” of courts. Recent reforms in the UK with the Constitutional Reform Act 2005 and Bush’s nomination of Miers, Roberts and Alito.
- The role of the ECJ and ECHR.
- The roles of the executive and the legislatures in a democracy and their democratic mandate.
- Well worked case studies will be rewarded.

At the top of level 4 expect candidates to have a good knowledge of the concepts mentioned above and to provide a wide range of examples to support their arguments. References to the ECJ and judiciaries in other countries apart from the UK and the US might be anticipated at this level.

**AO2:** Candidates discuss the case for and against the extent to which judicial independence is evident in political systems. This may include:

- The need for checks upon the executive and legislature.
- The need to protect minority rights and the dangers of tyranny of the majority.
- The meaning of the rule of law.
- The unelected and unaccountable nature of most judiciaries.
- The role of appointments committees and scrutiny by the legislatures such as the Senate in the US.
- The democratic legitimacy of executives and legislatures.
- Constraints upon court as a means of providing democratic justification for judicial involvement in political issues.
- The impact of a written constitution and the need for review and interpretation.

At the top of level 4 candidates will be able to recognise the importance of the independence of the judiciary in any democracy and recognise the crucial role the appointment process has in this regard. There will be an attempt to evaluate the extent to which this is achieved.

Candidates should draw upon the knowledge of different political systems studied in the whole GCE course. Credit candidates who make appropriate references to political systems, processes and events beyond the UK, US and European Union where these are relevant and illuminating.

**AO3:** Expect most candidates to reach level 3 and use 4 as a default mark. Further marks will be awarded if a candidate is able to write with flair and maintains a sharp focus on the question throughout the essay. At the top of level 4, candidates will have made use good use of paragraphs to separate their arguments and have used the introduction and conclusion to good effect. At level 2 and below, candidates will make frequent and intrusive spelling and grammatical mistakes. The essay will lack focus and be disorganised.

## F856 Political Ideas and Concepts in Practice

Please note that the following mark scheme and the associated question paper have not been used as part of live assessment and are provided as additional specimen assessment material only. The mark scheme has not been subject to refinement and finalisation by examiners at a standardisation meeting.

- 1 Discuss which model of representation best suits the needs of a representative democracy. [50]**

*Specification; Democracy in practice - the degree and nature of representation.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	16-20	19-24	6
<b>Level 3</b>	11-15	13-18	4-5
<b>Level 2</b>	6-10	7-12	3
<b>Level 1</b>	0-5	0-6	0-2

**AO1 [20]; AO2 [24]; AO3 [6]**

**AO1:** Candidates should display knowledge and understanding of the models of representation.

- They should display understanding of some of the following:
  - The meaning of representation
  - The needs of a representative democracy
  - The models of representation - trustee, delegate, mandate, resemblance.
- Credit candidates who illustrate their understanding with reference to modern politics; this might include:
  - The role of UK MPs
  - Statistics on the socio-economic background, gender and ethnicity of MPs
  - Evidence of representation internationally and sub-nationally
  - Evidence of backbench rebellions - eg rebellions over Iraq, 28 and 42 day detention, tuition fees and ID cards.
- Credit candidates who make reference to relevant political thinkers; this might include:
  - Burke
  - Mill
  - Paine
  - Bevan.

**In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics. Award towards the top of L4 where there is a comprehensive and sophisticated variety of factual and theory evidence used.**

**AO2:** Candidates should discuss the relevance of the various models of representation.

- Candidates should analyse relevant political issues; these might include:
  - Criteria for assessing the needs of a representative democracy - eg free, fair and regular elections, degree of accountability, representation of all interests and reflection of public opinion
  - Strengths and weaknesses of each model
  - Trustee - focus upon MPs' independence versus limited interim accountability
  - Delegate - reflective of constituency opinion versus removal of independence
  - Mandate - clear choice of policy platforms versus slaves to party platforms
  - Resemblance - proportional reflection of all interests versus unfair quotas
  - Discussion of activities of individual MPs - rebellions, influence of party discipline and role of independent MPs
  - International comparisons on the activities and makeup of national and sub national assemblies.

**In order to access the higher mark bands candidates should be able to analyse and not just describe the main models as well as make some reference as to the needs of representative democracy. L4 answers must show a sophisticated ability to analyse and evaluate the relevance of each of the 4 models. Award at the top of the level where there is clear sophistication in the analysis.**

**AO3:** Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.

L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.

L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.

L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.

L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.

**2 To what extent has devolution and membership of the European Union undermined parliamentary sovereignty in the UK? [50]**

*Specification; The state, nation, sovereignty and globalisation in practice – the location of internal and external sovereignty.*

	<b>A01</b>	<b>A02</b>	<b>A03</b>
<b>Level 4</b>	16-20	19-24	6
<b>Level 3</b>	11-15	13-18	4-5
<b>Level 2</b>	6-10	7-12	3
<b>Level 1</b>	0-5	0-6	0-2

**A01 [20]; A02 [24]; A03 [6]**

**A01:** Candidates should display knowledge and understanding of devolution and EU membership.

- They should display understanding of some of the following:
  - The meaning of parliamentary sovereignty
  - The concepts of external and internal sovereignty
  - The operation and powers of devolved assemblies and the EU.
- Credit candidates who illustrate their understanding with reference to modern politics; this might include:
  - The operation of Scottish assembly and its primary legislative powers (eg tuition fees and introduction of free nursing care for the elderly)
  - EU powers as exercised through QMV and reduction of national vetoes
  - Factortame and retention of ban on meat export by EU Commission
  - Changes in EU via Maastricht, Amsterdam, Nice and Lisbon.
- Credit candidates who make reference to relevant political thinkers; this might include:
  - Austin
  - AV Dicey
  - Mill
  - Norton.

**In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics. Award towards the top of L4 where there is a comprehensive and sophisticated variety of factual and theory evidence used.**

**A02:** Candidates should examine the extent of the impact of devolution and EU membership on the continued existence of parliamentary sovereignty.

- Candidates should analyse relevant political issues; these might include:
  - The principles behind parliamentary sovereignty - de jure and facto sovereignty, executive dominance and inability to tie hands of future legislators
  - The impact of devolution - distinction between different powers of the assemblies, the impact of the referendum votes on the ability of Parliament to dismiss bodies (potential vote by SNP in Scotland on independence), and distinction between theoretical retention of sovereignty and practical weakening
  - Constitutional impact of EU membership and extension of law making responsibility at EU level
  - Shift from unanimity to QMV
  - Legislative conflicts between national assemblies and EU with the latter having preeminence
  - Ability to secure opt outs, renegotiations, the principle of subsidiarity and potential for withdrawal
  - Other potential threats to parliamentary sovereignty - globalization, use of referendums and executive dominance.

**In order to access the higher mark bands candidates should attempt a balanced analysis and consider the extent of the potential impact on parliamentary sovereignty. Answers that either only examine one of the two issues or almost exclusively focus upon one of the issues should be awarded at a maximum of L2. L4 answers must analyse and evaluate effectively both the impact of devolution and membership of the European Union highlighting arguments for both erosion and retention of sovereignty. Award at the top of the level where there is clear sophistication in the analysis.**

**AO3:** Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.

L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.

L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.

L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.

L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.

**3 Assess how far power in the UK is held by a permanent ruling elite. [50]**

*Specification; Power, authority and legitimacy in practice - the location of power in modern society.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	16-20	19-24	6
<b>Level 3</b>	11-15	13-18	4-5
<b>Level 2</b>	6-10	7-12	3
<b>Level 1</b>	0-5	0-6	0-2

**AO1 [20]; AO2 [24];AO3 [6]**

**AO1:** Candidates should display knowledge and understanding of the location and exercise of power in the UK.

- They should display understanding of some of the following:
  - The meaning of political power
  - Typologies of power
  - The meaning of a ruling elite
  - The process by which political power is exercised in the UK.
- Credit candidates who illustrate their understanding with reference to modern politics; this might include:
  - Evidence for the existence of a ruling elite - this might include socio-economic background of ministers, MPs, senior civil servants, judges and senior figures in the military
  - Evidence related to the role of insider pressure groups especially with a focus upon business and corporate interests
  - Concentration of media ownership in the UK
  - Evidence for polyarchy - wider involvement of diverse pressure groups and other sources of political groups with influence.
- Credit candidates who make reference to relevant political thinkers; this might include:
  - Lukes
  - Boulding
  - Bacrach and Baratz
  - Gramsci
  - C Wright Mills
  - Dahl.

**In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics. Award towards the top of L4 where there is a comprehensive and sophisticated variety of factual and theory evidence used.**

**AO2:** Candidates should assess the existence of a ruling power elite in the UK.

- Candidates should analyse relevant political issues; these might include:
  - How power is exercised through decision making, agenda setting and thought control
  - Elitist theories on the operation of power (classical, modern and competitive theories)
  - Marxist theories on bourgeois dominance
  - Pluralist theories on the diversity of power
  - Debate over the existence of an establishment in the UK.

**In order to access the higher mark bands candidates should consider both sides of the argument and assess the extent of power being held by a permanent ruling elite. L4 answers should analyse in a sophisticated manner a range of elite theory arguments as well make counter claims from a pluralist perspective. Award at the top of the level where there is clear sophistication in the analysis.**

**AO3:** Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.

L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.

L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.

L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.

L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.

**4 Assess the extent to which the modern welfare state achieves social justice in the UK. [50]**

*Specification; Rights, liberty and equality in practice - the exercise of social justice and the debate over the impact of a welfare state.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	16-20	19-24	6
<b>Level 3</b>	11-15	13-18	4-5
<b>Level 2</b>	6-10	7-12	3
<b>Level 1</b>	0-5	0-6	0-2

**AO1 [20]; AO2 [24]; AO3 [6]**

**AO1:** Candidates should display knowledge and understanding of social justice theories and their relevance to the welfare state.

- They should display understanding of some of the following:
  - The meaning of social justice and its various forms - deserts, needs and rights
  - The meaning and operation of the welfare state in the UK
  - Party and ideological attitudes towards the operation and reform of the welfare state.
- Credit candidates who illustrate their understanding with reference to modern politics; this might include:
  - The extent of poverty and social exclusion in the UK
  - Universal benefits and state provisions in the UK including state education, health care, pensions, child and maternity benefits
  - The use of targeted and means tested benefits including child tax credit and incapacity benefit
  - Proposals for reform of the welfare state including New Right focus upon charity, Third Way Public Private Partnerships, greater means testing and targeting of resources.
- Credit candidates who make reference to relevant political thinkers; this might include:
  - TH Green
  - Hayek
  - Nozick
  - Friedman
  - Miller
  - Rawls.

**In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics. Award towards the top of L4 where there is a comprehensive and sophisticated variety of factual and theory evidence used.**

**AO2:** Candidates should assess the extent to which the UK welfare state achieves social justice.

- Candidates should analyse relevant political issues; these might include:
  - Debate over the meaning of social justice - conservative and New Right support for deserts-based argument, classical liberal support for rights-based and modern liberal/socialist support for needs-based social justice
  - The aims of the welfare state - eradication of poverty and other forms of social deprivation, achievement of full potential and reduce social inequality
  - Support for the welfare state from modern liberal and social democratic perspectives as a dynamic for social mobility, egalitarianism and social inclusion
  - Criticisms of the welfare by right wing theorists - creation of welfare dependency, reduction of efficiency of competition, hand-outs not hand-ups

- Rise of social exclusion through creation of underclass and declining social mobility
- Changes to welfare state since 79 - rolling back the state under Conservatives 79-97 and Third Way focus upon personal responsibility but support for state centred solutions.

**In order to access the higher mark bands candidates must go beyond descriptions of welfare state issues but instead apply these to the varying models of social justice. L4 answers will have an acute appreciation of the nature of the welfare state and how it relates to the 3 types of social justice models. Award at the top of the level where there is clear sophistication in the analysis.**

**AO3:** Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.

L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.

L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.

L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.

L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.

**5 Assess the influence of the models of punishment in shaping party policies towards crime in the UK. [50]**

*Specification; Law, order, obligation and justice in practice - attitudes towards law enforcement and maintenance of order in society.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	16-20	19-24	6
<b>Level 3</b>	11-15	13-18	4-5
<b>Level 2</b>	6-10	7-12	3
<b>Level 1</b>	0-5	0-6	0-2

**AO1 [20]; AO2 [24]; AO3 [6]**

**AO1:** Candidates should display knowledge and understanding of the models of punishment and party policies towards crime in the UK.

- They should display understanding of some of the following:
  - The meaning of punishment and the associated justifications - retribution, deterrence, rehabilitation and restorative models
  - The nature of crime in the UK and associated reasons for criminality
  - Different ideological and party attitudes towards crime.
- Credit candidates who illustrate their understanding with reference to modern politics; this might include:
  - Statistics on the extent and nature of crime (eg British Crime Survey)
  - Various options for sentencing - eg custodial, community service, fines, and victim support schemes, anti-social behaviour orders (ASBOs)
  - New Labour proposals on victim support schemes and early release schemes
  - New Labour and Conservative support for the expansion of available prison places
  - International comparisons on treatment of offenders (eg capital and corporal punishment in Middle East Islamic states and restorative schemes in Scandinavia).
- Credit candidates who make reference to relevant political thinkers; this might include:
  - Hobbes
  - Smith
  - Bentham
  - Rawls.

**In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics. Award towards the top of L4 where there is a comprehensive and sophisticated variety of factual and theory evidence used.**

**AO2:** Candidates should assess the relevance of the models of punishment on party policies in the UK.

- Candidates should analyse relevant political issues; these might include:
  - The views and ideological stances of each model - Retribution – conservative support for punishment as revenge; Deterrence - utilitarian focus upon protecting the greatest number of people; Rehabilitation - left wing focus upon reform based upon essentially positive view of human nature; Restorative - focus upon the needs of the victim and the role of the criminal in righting the wrongs they have done
  - Party stances on crime - eg traditional Conservative tough sentencing to remove threat of criminals to society; New Labour - 'tough on crime and tough on the causes of crime'; Liberal Democrats emphasis on restorative justice and rehabilitation
  - The influence of other factors shaping party policy such as public and media pressure for tougher sentencing and pressure group influence such as the Howard League for penal reform.

**Candidates must link the different party approaches to sentencing and tackling crime to the models justifying punishment in order to access the higher mark bands. Descriptions of either the models or party policy should only achieve at maximum L2. Level 4 answers will have a clear assessment of ways in which the models have influenced the approach to party policies as well as how other variables impact upon the policy making process. Award at the top of the level where there is clear sophistication in the analysis.**

**AO3:** Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.

L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.

L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.

L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.

L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.

**6 Discuss the significance of right-wing nationalist parties in the UK. [50]**

*Specification; Contemporary conservatism and nationalism – the role of the nationalist parties in the UK.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	16-20	19-24	6
<b>Level 3</b>	11-15	13-18	4-5
<b>Level 2</b>	6-10	7-12	3
<b>Level 1</b>	0-5	0-6	0-2

**AO1 [20]; AO2 [24]; AO3 [6]**

**AO1:** Candidates should display knowledge and understanding of the aims and activities of right-wing nationalist parties in the UK.

- They should display understanding of some of the following:
  - The meaning of right-wing nationalism in the UK
  - The aims of right-wing nationalist parties
  - Evidence of relative success/failure.
- Credit candidates who illustrate their understanding with reference to modern politics; this might include:
  - Specific examples of right-wing nationalist parties - eg UKIP and BNP
  - Some reference may be made to the right-wing of the Conservative party but the party as a whole is not exclusively a right-wing nationalist party
  - Details of their primary aims - UKIP focus on protecting the nation state and withdrawal from the EU; BNP racial nationalism focusing upon race and cultural identity and anti-immigration
  - Evidence of specific success in EU Parliamentary (UKIP) and local elections (BNP and UKIP), but failure to breakthrough in national politics.
- Credit candidates who make reference to relevant political thinkers; this might include:
  - Herder
  - Houston Chamberlain
  - Nietzsche
  - De Gaulle.

**In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics. Award towards the top of L4 where there is a comprehensive and sophisticated variety of factual and theory evidence used.**

**AO2:** Candidates should discuss the significance of right-wing nationalist parties on UK politics.

- Candidates should analyse relevant political issues; these might include:
  - The links between right-wing UK nationalist parties and conservative and racial forms of nationalism
  - Their appeal to xenophobia and extreme patriotism particularly amongst socially excluded sections of white working class communities (BNP) and right-wing conservatives (UKIP)
  - UKIP influencing of Conservative Party agenda on EU
  - Impact of BNP on increasing racial tension especially post 9/11
  - Despite failure to make significant electoral breakthrough have helped to raise certain issues up the political agenda eg immigration, multiculturalism and UK's relationship with the EU
  - Comparison with influence of right-wing nationalist parties abroad eg French National Front.

**Candidates must link the aims of right-wing nationalist parties to themes within nationalism in order to access the higher mark bands. Award at maximum L2 where candidates only describe the ideas/policies of relevant parties. Award L4 where candidates are able to display the influence of more than one relevant party and make links to their focus on nationalist themes. Award at the top of the level where there is clear sophistication in the analysis.**

**AO3:** Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.

L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.

L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.

L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.

L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.

**7 Assess how far liberalism is the core ideology of mainstream politics in the UK. [50]**

*Specification; Contemporary liberalism and socialism - The impact of contemporary liberalism.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	16-20	19-24	6
<b>Level 3</b>	11-15	13-18	4-5
<b>Level 2</b>	6-10	7-12	3
<b>Level 1</b>	0-5	0-6	0-2

**AO1 [20]; AO2 [24]; AO3 [6]**

**AO1:** Candidates should display knowledge and understanding of the core principles of liberalism

- They should display understanding of some of the following:
  - The key concepts of liberalism - these might include a belief in individual liberty, limited government and constitutionalism, political pluralism and toleration
  - Different strands of liberalism including classical, welfare and modern
  - Other mainstream ideological beliefs especially conservatism and socialism
  - The main ideals of the major UK political parties.
- Credit candidates who illustrate their understanding with reference to modern politics; this might include:
  - Examples of party policy with reference to the core principles of liberalism
  - Examples of party policy with reference to other ideological traditions
  - The influence of the Liberal Democratic Party in the UK.
- Credit candidates who make reference to relevant political thinkers; this might include:
  - Locke
  - Mill
  - Green
  - Gray
  - Rawls
  - Friedman
  - Giddens.

**In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics. Award towards the top of L4 where there is a comprehensive and sophisticated variety of factual and theory evidence used.**

**AO2:** Candidates should assess the extent to which liberal ideas shape mainstream politics in the UK.

- Candidates should analyse relevant political issues; these might include:
  - The importance of individual liberty in UK politics both in its negative and positive connotations (note pre and post 9/11 emphases)
  - Evidence for limited government and the principles of constitutionalism (eg rule of law and separation of judicial and political power)
  - Support for political pluralism and toleration of different views (note some limitations eg incitement to terrorism and racial and religious intolerance)
  - Other ideological influences focusing on state intervention, collectivism, wealth redistribution, patriotism and personal responsibility
  - Impact of liberalism on newer ideological trends in UK politics including the Third Way and the New Right.

**In order to access the higher mark bands candidates must focus upon the extent of the impact of liberalism including its various forms as well as the influence of alternate ideologies. Maximum L2 should be awarded for answers that only describe features of liberalism. Award L4 for answers that directly link liberal themes to the application of modern politics and appreciate the importance of other ideologies. Award at the top of the level where there is clear sophistication in the analysis.**

**AO3:** Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.

L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.

L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.

L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.

L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.

**8 Discuss the significance of the gender imbalance in British politics. [50]**

*Specification; The impact of alternative ideologies – the debate over gender imbalance and policy initiatives dealing with gender inequality.*

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<b>Level 4</b>	16-20	19-24	6
<b>Level 3</b>	11-15	13-18	4-5
<b>Level 2</b>	6-10	7-12	3
<b>Level 1</b>	0-5	0-6	0-2

**AO1 [20]; AO2 [24]; AO3 [6]**

**AO1:** Candidates should display knowledge and understanding of the gender imbalance in British politics and initiatives designed to tackle this.

- They should display understanding of some of the following:
  - The meaning of gender imbalance
  - The key principles behind liberal and radical feminism.
- Credit candidates who illustrate their understanding with reference to modern politics; this might include:
  - Evidence of gender imbalance at Westminster level - Commons, Lords, and variations across political parties
  - Evidence of greater gender parity in the Welsh Assembly and Scottish Parliament
  - International comparisons on gender imbalance
  - Party proposals to deal with imbalance including Labour's all female short lists and the Tory Party's A List of prospective candidates.
- Credit candidates who make reference to relevant political thinkers; this might include:
  - Greer
  - Friedan
  - Firestone
  - Dworkin
  - Millett.

**In order to access the higher mark bands candidates must include specific examples drawn from political theory as well as modern politics. Award towards the top of L4 where there is a comprehensive and sophisticated variety of factual and theory evidence used.**

**AO2:** Candidates should discuss the significance of gender imbalance in British politics.

- Candidates should analyse relevant political issues; these might include:
  - Feminist critique of the basis of a patriarchal society
  - Potential impact of gender imbalance on female perceptions of politics
  - Potential impact on female focused issues eg rape, fertility treatment and maternity leave
  - Arguments over the adversarial basis of male dominated politics
  - Viability of solutions in dealing with gender imbalance.

**In order to access the higher mark bands candidates need to focus upon the significance of the gender imbalance in UK politics. Award at maximum L2 for answers that only describe features of the gender imbalance. Award at L4 for answers that relate the feminist models to the application of modern politics highlighting in a balanced manner the potential impact of the gender imbalance. Award at the top of the level where there is clear sophistication in the analysis.**

**AO3:** Credit the ability to communicate legibly, fluently, coherently, using specialist vocabulary and taking into consideration spelling, punctuation and grammar.

L4 answers will be coherent, fluent and contain very few spelling and punctuation errors.

L3 answers will focus upon the main relevant themes of the question and communicate in an effective manner with only minor spelling and punctuation errors.

L2 answers will only cover the most central issues of the question and may contain significant spelling and punctuation errors.

L1 answers will make only the most basic of attempts to address the question and have serious problems with spelling and punctuation.

# Grade Thresholds

Advanced GCE Government and Politics (H495)  
 Advanced Subsidiary GCE Government and Politics (H095)  
 January 2010 Examination Series

## Unit Threshold Marks

Unit		Maximum Mark	A	B	C	D	E	U
F851	Raw	100	75	65	55	46	37	0
	UMS	100	80	70	60	50	40	0
F852	Raw	100	75	66	57	49	41	0
	UMS	100	80	70	60	50	40	0
F853	Raw	100	74	65	56	48	40	0
	UMS	100	80	70	60	50	40	0
F854	Raw	100	75	66	57	48	40	0
	UMS	100	80	70	60	50	40	0
F855	Raw	100	79	69	59	49	40	0
	UMS	100	80	70	60	50	40	0

## Specification Aggregation Results

Overall threshold marks in UMS (ie after conversion of raw marks to uniform marks)

	Maximum Mark	A	B	C	D	E	U
<b>H095</b>	200	160	140	120	100	80	0

The cumulative percentage of candidates awarded each grade was as follows:

	A	B	C	D	E	U	Total Number of Candidates
<b>H095</b>	15.0	40.0	67.5	87.5	100.0	100.00	43

## 43 candidates aggregated this series

For a description of how UMS marks are calculated see:

[http://www.ocr.org.uk/learners/ums\\_results.html](http://www.ocr.org.uk/learners/ums_results.html)

Statistics are correct at the time of publication.

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