



For teaching from 2017  
For AS award from 2018  
For A level award from 2019

GCE AS AND A LEVEL  
GOVERNMENT AND POLITICS

SAMPLE ASSESSMENT  
MATERIALS



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**AS GOVERNMENT AND POLITICS**

**UNIT 1**

**Government in Wales and the United Kingdom**

**SAMPLE ASSESSMENT MATERIALS**

**1 hour 30 minutes**

**ADDITIONAL MATERIALS**

In addition to this examination paper, you will need a 16 page answer book.

**INSTRUCTIONS TO CANDIDATES**

**Section A:** Answer **both** questions.

**Section B:** Answer **one** question from either question 3 **or** 4.

**Section C:** Answer **two** questions from either questions 5, 6 **or** 7.

Write your answers in the separate answer book provided.

Use black ink or black ball-point pen.

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

The quality of your written communication, including appropriate use of punctuation and grammar, will be assessed in questions 5, 6 and 7.

### Section A

*In Section A, you must answer **both** questions 1 and 2.*

*In your answer credit will be given for accurate knowledge and understanding.*

1. Using examples, briefly outline the UK's relationship with NATO. [6]
2. Using examples, describe the role of the Civil Service in the government of the UK.[6]

### Section B

*In Section B, you must answer **one** question.*

*In your answer credit will be given for accurate knowledge and understanding and also your ability to interpret and apply political information.*

3. Read the extract below and answer the question that follows.

#### Extract A

#### **Carwyn Jones to start appointing his Cabinet**

Carwyn Jones is expected to announce the membership of the Welsh Government cabinet later today after being confirmed as Wales's First Minister during a session at the Senedd yesterday. There has also been some speculation that Carwyn Jones will use this opportunity to restructure the cabinet.

Carwyn Jones was yesterday re-elected First Minister. He said in his speech at the Senedd on Wednesday that the aim of his minority government would be to "step forward carefully and modestly" and that it would have to be "more open than the previous government". And in outlining the new government's priorities, Carwyn Jones said that there would be "a tireless focus" on the steel industry and that they would campaign in favour of remaining part of the European Union.

[Extract from the website of Golwg360, 19 May 2016]

Using Extract A as well as your own knowledge, compare and contrast the roles and powers of the First Minister of Wales and the Prime Minister of the UK. [24]

**OR**

4. Read the extract below and answer the question that follows.

Extract B

**Devolution: How does it work?**

The UK has a novel form of devolution, in that it operates in quite different ways in different parts of the UK. This is what is called *asymmetrical devolution*. Scotland, Wales and Northern Ireland therefore each have different systems of devolution.

The Scottish Parliament is an example of legislative devolution. It has primary legislative powers on most fields of domestic policy and limited tax-varying powers (the ability to raise or lower income tax by 3 pence in the pound).

[Extract from Heywood. A. (2015) *Essentials of UK Politics*, Palgrave. P.33]

Using Extract B as well as your own knowledge, compare and contrast the roles and powers of the devolved legislatures and executives in Wales, Scotland and Northern Ireland. [24]

**Section C**

*In Section C, you must answer **two** questions.*

*In your answer credit will be given for accurate knowledge and understanding, and also your ability to analyse and evaluate.*

5. Assess the extent to which elective dictatorship exists in Parliament of the UK. [22]
6. 'The Cabinet is no longer relevant in British Government.' Discuss. [22]
7. 'AMs are influential in their roles.' How accurate is this view? [22]

## **UNIT 1: Government in Wales and the United Kingdom**

### **Mark Scheme**

#### **Marking guidance for examiners**

#### **Summary of assessment objectives for Unit 1**

The questions in Section A assess AO1. The questions in Section B assess both AO1 and AO2. The questions in Section C assess both AO1 and AO3. The assessment objectives focus on the ability to demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and issues (AO1); the ability to interpret and apply political information to identify and explain relevant similarities, differences, and connections (AO2), and the ability to analyse and evaluate the areas of government and politics studied to construct arguments, make substantiated judgements and draw conclusions (AO3).

#### **The structure of the mark scheme**

The mark scheme for each question has two parts:

- Advice outlining indicative content which can be used to assess the quality of the specific response. The content is not prescriptive and candidates are not expected to mention all the material referred to. Examiners should seek to credit any further admissible evidence offered by the candidates.
- An assessment grid advising bands and associated marks that should be allocated to responses which demonstrate the characteristics needed in AO1, AO2 and AO3.

#### **Deciding on the mark awarded within a band**

- The first stage for an examiner is to use both the indicative content and the assessment grid to decide the overall band.
- The second stage is to decide how firmly the characteristics expected for that band are displayed.
- Thirdly a final mark for the question can then be awarded.

#### **Organisation and communication**

This issue should have bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark in the band.

#### **Level Descriptors**

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. The following grid should inform your decision as to which band the answer belongs. (N.B. The majority of questions follow a four band structure. However, when the question has three bands 'Adequate' as a descriptor has been removed.)

	AO1	AO2	AO3
<b>Thorough</b>	<ul style="list-style-type: none"> <li>• Aware of a wide range of detailed and accurate knowledge.</li> <li>• Demonstrates fully developed understanding that shows relevance to the demands of the question.</li> <li>• Evidence/examples are well chosen.</li> <li>• Precision in the use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding is consistently applied to the context of the question.</li> <li>• Is able to form a clear, developed and convincing interpretation of evidence that is fully accurate.</li> <li>• Is able to fully identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are used in a consistently appropriate and effective way.</li> <li>• An effective and balanced argument is constructed.</li> <li>• Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.</li> </ul>
<b>Reasonable</b>	<ul style="list-style-type: none"> <li>• Has a range of detailed and accurate knowledge.</li> <li>• Demonstrates well developed understanding that is relevant to the demands of the question.</li> <li>• Evidence/examples are appropriate.</li> <li>• Generally precise in the use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding is mainly applied to the context of the question.</li> <li>• Is able to form a clear and developed interpretation of evidence that is mostly accurate.</li> <li>• Is partially able to identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are mostly used in a suitable way and with a good level of competence and precision.</li> <li>• An accurate and balanced argument is constructed.</li> <li>• Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.</li> </ul>
<b>Adequate</b>	<ul style="list-style-type: none"> <li>• Shows some accurate knowledge.</li> <li>• Demonstrates partial understanding that is relevant to the demands of the question.</li> <li>• Evidence/examples are not always relevant.</li> <li>• Some use of appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding is partially applied to the context of the question.</li> <li>• Is able to form a sound interpretation of evidence that shows some accuracy.</li> <li>• Makes some attempt to identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision.</li> <li>• An imbalanced argument is constructed.</li> <li>• Sound evaluation that offers generalised judgements and conclusions, with limited use of evidence.</li> </ul>
<b>Limited</b>	<ul style="list-style-type: none"> <li>• Limited knowledge with some relevance to the topic or question.</li> <li>• Little or no development seen.</li> <li>• Evidence/examples are not made relevant.</li> <li>• Very little or no use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding is applied in a weak manner to the context of the question.</li> <li>• Can only form a simple interpretation of evidence, if at all, with very limited accuracy.</li> <li>• Makes weak attempt to identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are used with limited competence.</li> <li>• Unsupported evaluation that offers simple or no conclusions.</li> </ul>

**Section A****Question 1****Using examples, briefly outline the UK's relationship with NATO.****[6]****Indicative content**

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In briefly outlining NATO's relationship with the UK, candidates are expected to demonstrate knowledge and understanding of the role of NATO. In demonstrating this knowledge and understanding candidates are required to give an answer which is focused on NATO's impact on the governance of the UK. The response might consider issues such as:

- Definition of NATO's role as an intergovernmental military alliance, and the UK's role as a member of that alliance.
- Development that might include: reference to role, structure and recent development of NATO and the UK's participation; the UK as member of NATO Council; Article 5 and the UK's role in Afghanistan.
- Examples that might include: UK as original signatories of the North Atlantic Treaty, 4 April 1949; Lord Robertson as the latest Secretary General from the UK; NATO Summit Wales 2014 or examples from NATO Council.
- Any other relevant information.

<b>Band</b>	<b>Marks</b>	<b>AO1</b>
<b>3</b>	<b>5-6</b>	Thorough knowledge and understanding of the UK's relationship with NATO, using a range of relevant evidence/examples.
<b>2</b>	<b>3-4</b>	Reasonable knowledge and understanding of the UK's relationship with NATO with some use of evidence/examples.
<b>1</b>	<b>1-2</b>	Limited knowledge and understanding of the UK's relationship with NATO with limited evidence/examples.
	<b>0</b>	Response not creditworthy or not attempted.

**Question 2**

**Using examples, describe the role of the Civil Service in the government of the UK. [6]**

**Indicative content**

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In describing the Civil Service, candidates are expected to demonstrate knowledge and understanding of its role within the government of the UK. In demonstrating this knowledge and understanding candidates are required to give an answer which is focused on how the Civil Service ensures that the Government policy is carried out. The response might consider issues such as:

- Definition of Civil Service as part of the executive branch.
- Development that might include:
- Their relationship with Ministers and that they control the flow of information to Ministers.
- That they should be: anonymous, neutral and permanent.
- Examples that might include reference to the Cabinet Secretary or to the Permanent Secretaries.
- Any other relevant information.

<b>Band</b>	<b>Marks</b>	<b>AO1</b>
<b>3</b>	<b>5-6</b>	Thorough knowledge and understanding of the role of the Civil Service, using a range of relevant evidence/examples.
<b>2</b>	<b>3-4</b>	Reasonable knowledge and understanding of the role of the Civil Service with some use of evidence/examples.
<b>1</b>	<b>1-2</b>	Limited knowledge and understanding of the role of the Civil Service with limited evidence/examples
	<b>0</b>	Response not creditworthy or not attempted.

## Section B

### Question 3

Read the extract below and answer the question that follows.

#### Extract A

##### **Carwyn Jones to start appointing his Cabinet**

Carwyn Jones is expected to announce the membership of the Welsh Government cabinet later today after being confirmed as Wales's First Minister during a session at the Senedd yesterday. There has also been some speculation that Carwyn Jones will use this opportunity to restructure the cabinet.

Carwyn Jones was yesterday re-elected First Minister. He said in his speech at the Senedd on Wednesday that the aim of his minority government would be to "step forward carefully and modestly" and that it would have to be "more open than the previous government". And in outlining the new government's priorities, Carwyn Jones said that there would be "a tireless focus" on the steel industry and that they would campaign in favour of remaining part of the European Union.

[Extract from the website of Golwg360, 19 May 2016]

**Using Extract A as well as your own knowledge, compare and contrast the roles and powers of the First Minister of Wales and the Prime Minister of the UK. [24]**

#### **Indicative content**

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In comparing the First Minister of Wales with the Prime Minister of the UK, candidates are expected to demonstrate the ability to interpret and apply political information of the roles to identify and explain the similarities and differences between them. In demonstrating this candidates are required to give an answer which is focused on any relevant connections between the two roles. The response might consider issues such as:

- First Ministers power to appoint Cabinet and provide priorities for the government of Wales.
- The difficulties a First Minister can have in leading a minority government.
- Roles and powers of the two roles.
- Reference to the difference in the resources available.
- The varying legislative powers and their roles in the legislative chambers.
- Any other relevant information.

<b>Band</b>	<b>Marks</b>	<b>AO1</b>	<b>Marks</b>	<b>AO2</b>
<b>4</b>	<b>7-8</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the roles of the First Minister and the Prime Minister.</li> <li>• Evidence/examples used are well-chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	<b>13-16</b>	<ul style="list-style-type: none"> <li>• Thorough application of political knowledge to the source.</li> <li>• Thorough interpretation of political information on the roles of the First Minister and the Prime Minister.</li> <li>• Thorough explanation of relevant similarities, differences and connections between the two roles.</li> </ul>
<b>3</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the roles of the First Minister and the Prime Minister.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	<b>9-12</b>	<ul style="list-style-type: none"> <li>• Reasonable application of political knowledge to the source.</li> <li>• Reasonable interpretation of political information on the roles of the First Minister and the Prime Minister.</li> <li>• Reasonable explanation of relevant similarities, differences and connections between the two roles.</li> </ul>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of the roles of the First Minister and the Prime Minister.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	<b>5-8</b>	<ul style="list-style-type: none"> <li>• Adequate application of political knowledge to the source.</li> <li>• Adequate interpretation of political information on the roles of the First Minister and the Prime Minister.</li> <li>• Adequate explanation of relevant similarities, differences and connections between the two roles.</li> </ul>
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the roles of the First Minister and the Prime Minister.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	<b>1-4</b>	<ul style="list-style-type: none"> <li>• Limited application of political knowledge to the source.</li> <li>• Limited interpretation of political information on the roles of the First Minister and the Prime Minister.</li> <li>• Limited explanation of relevant similarities, differences and connections between the two roles.</li> </ul>
	<b>0</b>	Response not creditworthy or not attempted.		

#### Question 4

Read the extract below and answer the question that follows.

#### Extract B

##### Devolution: How does it work?

The UK has a novel form of devolution, in that it operates in quite different ways in different parts of the UK. This is what is called *asymmetrical devolution*. Scotland, Wales and Northern Ireland therefore each have different systems of devolution. The Scottish Parliament is an example of legislative devolution. It has primary legislative powers on most fields of domestic policy and limited tax-varying powers (the ability to raise or lower income tax by 3 pence in the pound).

[Extract from Heywood. A. (2015) *Essentials of UK Politics*, Palgrave. P.33]

**Using Extract B as well as your own knowledge, compare and contrast the roles and powers of the devolved legislatures and executives in Wales, Scotland and Northern Ireland.** [24]

#### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In comparing the devolved legislatures and executives, candidates are expected to demonstrate the ability to interpret and apply political information of the roles to identify and explain the similarities and differences between them. In demonstrating this candidates are required to give an answer which is focused on any relevant connections between the devolved nations. The response might consider issues such as:

- Novel form of devolution in UK, operating differently in different parts.
- Primary legislative powers in Scotland and limited tax-varying powers.
- Roles of legislatures and executives in the three countries.
- Reference to the legislative powers in the 20 fields in Wales and the Assembly's developing powers.
- Lack of taxation powers in Wales and Northern Ireland and the primary legislative powers in Stormont.
- Any other relevant information.

Band	Marks	AO1	Marks	AO2
4	7-8	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the roles of the devolved legislatures and executives in Wales, Scotland and Northern Ireland.</li> <li>• Evidence/examples used are well-chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	13-16	<ul style="list-style-type: none"> <li>• Thorough application of political knowledge to the source.</li> <li>• Thorough interpretation of political information on the roles of the devolved legislatures and executives in Wales, Scotland and Northern Ireland.</li> <li>• Thorough explanation of relevant similarities, differences and connections between the two roles.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the roles of the devolved legislatures and executives in Wales, Scotland and Northern Ireland.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	9-12	<ul style="list-style-type: none"> <li>• Reasonable application of political knowledge to the source.</li> <li>• Reasonable interpretation of political information on the roles of the devolved legislatures and executives in Wales, Scotland and Northern Ireland.</li> <li>• Reasonable explanation of relevant similarities, differences and connections between the two roles.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of the roles of the devolved legislatures and executives in Wales, Scotland and Northern Ireland.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	5-8	<ul style="list-style-type: none"> <li>• Adequate application of political knowledge to the source.</li> <li>• Adequate interpretation of political information on the roles of the devolved legislatures and executives in Wales, Scotland and Northern Ireland.</li> <li>• Adequate explanation of relevant similarities, differences and connections between the two roles.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the roles of the devolved legislatures and executives in Wales, Scotland and Northern Ireland.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	1-4	<ul style="list-style-type: none"> <li>• Limited application of political knowledge to the source.</li> <li>• Limited interpretation of political information on the roles of the devolved legislatures and executives in Wales, Scotland and Northern Ireland.</li> <li>• Limited explanation of relevant similarities, differences and connections between the two roles.</li> </ul>
	0	Response not creditworthy or not attempted.		

## Section C

### Question 5

**Assess the extent to which elective dictatorship exists in Parliament of the UK. [22]**

#### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In assessing the extent to which elective dictatorship exists in Parliament of the UK, candidates are expected to demonstrate the ability to analyse and evaluate relevant evidence in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this candidates are required to give an answer which is focused on the evidence for and against the existence of elective dictatorship. The response might consider issues such as:

Arguments supporting executive dominance and Parliamentary weakness:

- Near-monopoly of the executive over legislation.
- Weaknesses of scrutiny and questioning systems, party discipline and control of Whips.
- Career MPs.
- Use of the Royal Prerogative.
- Representation.
- Any other relevant material.

Arguments in favour of Parliamentary effectiveness in controlling the executive and scrutinising it, in producing good quality legislation and in representing constituents well:

- Good points of select and scrutiny committees.
- Trend for PM to be questioned regularly in committee.
- Examples of governments having to compromise and alter legislation.
- Examples of executives being questioned more rigorously.
- Parliamentary oversight of expenses and standards.
- Any other relevant material.

Band	Marks	AO1	Marks	AO3
4	9-10	<ul style="list-style-type: none"> <li>Thorough knowledge and understanding of the extent of elective dictatorship in Parliament of the UK.</li> <li>Evidence/examples used are well-chosen.</li> <li>Depth and range to material used.</li> <li>Effective use of terminology.</li> </ul>	10-12	<ul style="list-style-type: none"> <li>Thorough analysis and evaluation of the existence of elective dictatorship in Parliament of the UK.</li> <li>Thorough discussion with well-developed and balanced arguments.</li> <li>Structure is logical.</li> <li>Writing demonstrates accurate grammar, punctuation and spelling.</li> <li>An appropriate conclusion is reached based on evidence presented.</li> </ul>
3	6-8	<ul style="list-style-type: none"> <li>Reasonable knowledge and understanding of the extent of elective dictatorship in Parliament of the UK.</li> <li>Evidence/examples used are appropriate.</li> <li>Depth and range to material used, but not in equal measure.</li> <li>Good use of terminology.</li> </ul>	7-9	<ul style="list-style-type: none"> <li>Reasonable analysis and evaluation of the existence of elective dictatorship in Parliament of the UK.</li> <li>Reasonable discussion with well-developed and balanced arguments.</li> <li>Structure is mostly logical.</li> <li>Writing demonstrates reasonably accurate grammar, punctuation and spelling.</li> <li>A reasonable conclusion is reached based on evidence presented.</li> </ul>
2	3-5	<ul style="list-style-type: none"> <li>Adequate knowledge and understanding of the extent of elective dictatorship in Parliament of the UK.</li> <li>Evidence/examples used are not always relevant.</li> <li>Depth or range to material used.</li> <li>Some appropriate use of terminology.</li> </ul>	4-6	<ul style="list-style-type: none"> <li>Adequate analysis and evaluation of the existence of elective dictatorship in Parliament of the UK.</li> <li>Adequate discussion with well-developed and balanced arguments.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>Reasonable discussion with only one side of the argument.</li> <li>Structure is reasonable.</li> <li>Writing demonstrates some errors in grammar, punctuation and spelling.</li> <li>A superficial conclusion is reached.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>Limited knowledge and understanding of the extent of elective dictatorship in Parliament of the UK.</li> <li>Evidence/examples used are not made relevant.</li> <li>Very little use of terminology.</li> </ul>	1-3	<ul style="list-style-type: none"> <li>Limited analysis and evaluation of the existence of elective dictatorship in Parliament of the UK.</li> <li>Limited discussion.</li> <li>Answer lacks structure.</li> <li>Writing demonstrates many errors in grammar, punctuation and spelling.</li> <li>No conclusion.</li> </ul>
	0	Response not creditworthy or not attempted.		

## Question 6

**‘The Cabinet is no longer relevant in British Government.’ Discuss.**

**[22]**

### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In discussing whether the Cabinet is no longer relevant in British Government, candidates are expected to demonstrate the ability to analyse and evaluate relevant evidence for and against the need for the Cabinet in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this candidates are required to give an answer which is focused on the effectiveness of the Cabinet in modern British Government. The response might consider issues such as:

Arguments that it is no longer relevant include:

- The control over the Cabinet exercised by Prime Ministers, e.g. powers of appointment and reshuffle.
- Recent developments under Cameron – the role of the cross-party Quad 2010-15.
- Arguments that power lies elsewhere e.g. with the top civil service or special advisers.
- The downgrading of full Cabinet under recent Prime Ministers.
- Any other relevant material.

Arguments that it is still relevant include:

- Recent developments in the role of the Cabinet under a coalition government.
- The role of the Cabinet as a ratifying body and where disputes are divided.
- The importance of collective responsibility.
- The range of expertise and resources the Cabinet has by comparison to the Prime Minister.
- The potential for the Cabinet to be an alternative power base to that of a Prime Minister (examples might include the Cabinet under Thatcher at the end, under John Major, and the position of Brown under Blair).
- Any other relevant material.

<b>Band</b>	<b>Marks</b>	<b>AO1</b>	<b>Marks</b>	<b>AO3</b>
<b>4</b>	<b>9-10</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the role of the Cabinet in British Government.</li> <li>• Evidence/examples used are well-chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Thorough analysis and evaluation of the effectiveness of the Cabinet in British Government today.</li> <li>• Thorough discussion with well-developed and balanced arguments.</li> <li>• Structure is logical.</li> <li>• Writing demonstrates accurate grammar, punctuation and spelling.</li> <li>• An appropriate conclusion is reached based on evidence presented.</li> </ul>
<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the role of the Cabinet in British Government.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of the effectiveness of the Cabinet in British Government today.</li> <li>• Reasonable discussion with well-developed and balanced arguments.</li> <li>• Structure is mostly logical.</li> <li>• Writing demonstrates reasonably accurate grammar, punctuation and spelling.</li> <li>• A reasonable conclusion is reached based on evidence presented.</li> </ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of the role of the Cabinet in British Government.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Adequate analysis and evaluation of the effectiveness of the Cabinet in British Government today.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> </ul> <p>OR</p> <p>Reasonable discussion with only one side of the argument.</p> <ul style="list-style-type: none"> <li>• Structure is adequate.</li> <li>• Writing demonstrates some errors in grammar, punctuation and spelling.</li> <li>• A superficial conclusion is reached.</li> </ul>
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the role of the Cabinet in British Government.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Limited analysis and evaluation of the effectiveness of the Cabinet in British Government today.</li> <li>• Limited discussion.</li> <li>• Answer lacks structure.</li> <li>• Writing demonstrates many errors in grammar, punctuation and spelling.</li> <li>• No conclusion.</li> </ul>
	<b>0</b>	Response not creditworthy or not attempted.		

## Question 7

**'AMs are influential in their roles.' How accurate is this view?**

**[22]**

### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In evaluating whether AMs are largely influential in their roles, candidates are expected to demonstrate the ability to analyse and evaluate relevant evidence for and against the success of AMs, make substantiated judgements and to draw conclusions. In demonstrating this candidates are required to give an answer which is focused on the effectiveness of AMs in Wales. The response could consider the individual and/or the collective role of AMs. The response might consider issues such as:

Arguments that they are influential include:

- Roles of constituency and regional members and their effectiveness in representing the electorate.
- Effectiveness in legislating, e.g. presumed consent and plastic bag levy.
- Effectiveness of scrutiny in the National Assembly, e.g. plenary and committees and the role of AMs in Government or Opposition.
- Any other relevant material.

Arguments that they are not influential include:

- The continuing debates on the role of regional members in representing and the lack of accountability, e.g. through party lists and members who continue to represent regions without party support.
- Difficulties of legislating in 20 areas and the lack of legislation in general.
- Issues regarding the effectiveness of scrutiny, e.g. the low number of AMs and party loyalty.
- Any other relevant material.

Band	Marks	AO1	Marks	AO3
<b>4</b>	<b>9-10</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the role of AMs in the National Assembly of Wales.</li> <li>• Evidence/examples used are well-chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Thorough analysis and evaluation of the influence of AMs.</li> <li>• Thorough discussion with well-developed and balanced arguments.</li> <li>• Structure is logical.</li> <li>• Writing demonstrates accurate grammar, punctuation and spelling.</li> <li>• An appropriate conclusion is reached based on evidence presented.</li> </ul>
<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the role of AMs in the National Assembly of Wales.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of the influence of AMs.</li> <li>• Reasonable discussion with well-developed and balanced arguments.</li> <li>• Structure is mostly logical.</li> <li>• Writing demonstrates reasonably accurate grammar, punctuation and spelling.</li> <li>• A reasonable conclusion is reached based on evidence presented.</li> </ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of the role of AMs in the National Assembly of Wales.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Adequate analysis and evaluation of the influence of AMs.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> </ul> <p>OR</p> <p>Reasonable discussion with only one side of the argument.</p> <ul style="list-style-type: none"> <li>• Structure is adequate.</li> <li>• Writing demonstrates some errors in grammar, punctuation and spelling.</li> <li>• A superficial conclusion is reached.</li> </ul>
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of AMs in the National Assembly of Wales</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Limited analysis and evaluation of the influence of AMs.</li> <li>• Limited discussion.</li> <li>• Answer lacks structure.</li> <li>• Writing demonstrates many errors in grammar, punctuation and spelling.</li> <li>• No conclusion.</li> </ul>
	<b>0</b>	Response not creditworthy or not attempted.		



**AS GOVERNMENT AND POLITICS**

**UNIT 2**

**Living and participating in a democracy**

**SAMPLE ASSESSMENT MATERIALS**

**1 hour 30 minutes**

**ADDITIONAL MATERIALS**

In addition to this examination paper, you will need a 16 page answer book.

**INSTRUCTIONS TO CANDIDATES**

**Section A:** Answer **both** questions.

**Section B:** Answer **one** question from either question 3 **or** 4.

**Section C:** Answer **two** questions from either questions 5, 6 **or** 7.

Write your answers in the separate answer book provided.

Use black ink or black ball-point pen.

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

The quality of your written communication, including appropriate use of punctuation and grammar, will be assessed in questions 5, 6 and 7.

### Section A

In Section A, you must answer **both** questions 1 and 2.

In your answer credit will be given for accurate knowledge and understanding.

- Using examples describe the main features of an indirect democracy. [6]
- Using examples outline three rights contained within the European Convention of Human Rights. [6]

### Section B

In Section B, you must answer **one** question.

In your answer credit will be given for accurate knowledge and understanding, and also your ability to interpret and apply political information.

- Study Extract A below and answer the question that follows.

Extract A

<b>Men by Class</b>	<b>Conservative %</b>	<b>Labour %</b>	<b>Lib. Dem. %</b>	<b>UKIP %</b>	<b>Green</b>	<b>Other</b>	<b>Con lead over Lab + % -</b>	<b>Turnout</b>
AB	46	25	11	10	3	5	21	77%
C1	42	27	8	12	4	7	15	68%
C2	30	32	5	21	4	8	-2	62%
DE	26	40	4	18	3	9	-14	56%
<b>Women by Class</b>								
AB	44	28	12	6	5	5	16	73%
C1	41	31	8	10	5	5	10	69%
C2	34	33	7	17	4	5	1	63%
DE	28	42	5	16	3	6	-14	57%

[AB = Higher & intermediate managerial, administrative, professional occupations;  
 C1 = Supervisory, clerical & junior managerial, administrative, professional occupations;  
 C2 = Skilled manual occupations;  
 DE = Semi-skilled & unskilled manual occupations, Unemployed and lowest grade occupations]

[Extract adapted from Ipsos Mori.com, 'How Britain Voted in 2015'.]

Using Extract A as well as your own knowledge, explain the similarities between the sociological model and voting behaviour in the UK in 2015.

[24]

OR

4. Study Extract B below and answer the question that follows.

Extract B

Membership of UK political parties, July 2016												
<p>Thousands</p> <p>LAB</p> <p>CON</p> <p>SNP</p> <p>LD</p> <p>GRN</p> <p>UKIP</p> <p>PC</p>	<table border="1"> <thead> <tr> <th data-bbox="868 443 1121 510">Name of pressure group</th> <th data-bbox="1198 443 1385 544">Approximate membership 2016</th> </tr> </thead> <tbody> <tr> <td data-bbox="884 551 1150 651"> <ul style="list-style-type: none"> <li>UNISON (trade union for public service workers)</li> </ul> </td> <td data-bbox="1222 551 1361 584">1.3 million</td> </tr> <tr> <td data-bbox="884 658 1121 786"> <ul style="list-style-type: none"> <li>The Royal Society for the Protection of Birds (RSPB)</li> </ul> </td> <td data-bbox="1214 651 1369 685">1.18 million</td> </tr> <tr> <td data-bbox="884 792 1129 893"> <ul style="list-style-type: none"> <li>The Campaign for Real Ale (CAMRA)</li> </ul> </td> <td data-bbox="1238 786 1345 819">183,000</td> </tr> <tr> <td data-bbox="884 900 1139 1126"> <ul style="list-style-type: none"> <li>The Open Spaces Society (for the preservation of commons, village greens etc.)</li> </ul> </td> <td data-bbox="1246 893 1337 927">2,300</td> </tr> </tbody> </table>	Name of pressure group	Approximate membership 2016	<ul style="list-style-type: none"> <li>UNISON (trade union for public service workers)</li> </ul>	1.3 million	<ul style="list-style-type: none"> <li>The Royal Society for the Protection of Birds (RSPB)</li> </ul>	1.18 million	<ul style="list-style-type: none"> <li>The Campaign for Real Ale (CAMRA)</li> </ul>	183,000	<ul style="list-style-type: none"> <li>The Open Spaces Society (for the preservation of commons, village greens etc.)</li> </ul>	2,300	
Name of pressure group	Approximate membership 2016											
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<p>Conservative figures are as of 1 December 2013 (Latest available estimate)                      Source: figures provided by party head offices July 2016.  <a href="http://www.researchbriefings.parliament.uk">www.researchbriefings.parliament.uk</a></p>												

Using Extract B as well as your own knowledge, explain the similarities and differences between parties and pressure groups. [24]

### Section C

*In Section C, you must answer **two** questions.*

*In your answer credit will be given for accurate knowledge and understanding, and also your ability to analyse and evaluate.*

5. To what extent are citizens' rights protected sufficiently in the UK? [22]
6. Discuss the importance of party members to political parties in Wales and the UK. [22]
7. 'Social movements achieve little, despite their high profile.' Discuss. [22]

## **UNIT 2: Living and participating in a democracy**

### **Mark Scheme**

#### **Marking guidance for examiners**

##### **Summary of assessment objectives for Unit 2**

The questions in Section A assess AO1. The questions in Section B assess both AO1 and AO2. The questions in Section C assess both AO1 and AO3. The assessment objectives focus on the ability to demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and issues (AO1); the ability to interpret and apply political information to identify and explain relevant similarities, differences, and connections (AO2), and the ability to analyse and evaluate the areas of government and politics studied to construct arguments, make substantiated judgements and draw conclusions (AO3).

##### **The structure of the mark scheme**

The mark scheme for each question has two parts:

- Advice outlining indicative content which can be used to assess the quality of the specific response. The content is not prescriptive and candidates are not expected to mention all the material referred to. Examiners should seek to credit any further admissible evidence offered by the candidates.
- An assessment grid advising bands and associated marks that should be allocated to responses which demonstrate the characteristics needed in AO1, AO2 and AO3.

##### **Deciding on the mark awarded within a band**

- The first stage for an examiner is to use both the indicative content and the assessment grid to decide the overall band.
- The second stage is to decide how firmly the characteristics expected for that band are displayed.
- Thirdly a final mark for the question can then be awarded.

##### **Organisation and communication**

This issue should have bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark in the band.

##### **Level Descriptors**

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. The following grid should inform your decision as to which band the answer belongs. (N.B. The majority of questions follow a four band structure. However, when the question has three bands 'Adequate' as a descriptor has been removed.)

	AO1	AO2	AO3
<b>Thorough</b>	<ul style="list-style-type: none"> <li>Aware of a wide range of detailed and accurate knowledge.</li> <li>Demonstrates fully developed understanding that shows relevance to the demands of the question.</li> <li>Evidence/examples are well chosen.</li> <li>Precision in the use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding is consistently applied to the context of the question.</li> <li>Is able to form a clear, developed and convincing interpretation of evidence that is fully accurate.</li> <li>Is able to fully identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and evaluation skills are used in a consistently appropriate and effective way.</li> <li>An effective and balanced argument is constructed.</li> <li>Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.</li> </ul>
<b>Reasonable</b>	<ul style="list-style-type: none"> <li>Has a range of detailed and accurate knowledge.</li> <li>Demonstrates well developed understanding that is relevant to the demands of the question.</li> <li>Evidence/examples are appropriate.</li> <li>Generally precise in the use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding is mainly applied to the context of the question.</li> <li>Is able to form a clear and developed interpretation of evidence that is mostly accurate.</li> <li>Is partially able to identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and evaluation skills are mostly used in a suitable way and with a good level of competence and precision.</li> <li>An accurate and balanced argument is constructed.</li> <li>Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.</li> </ul>
<b>Adequate</b>	<ul style="list-style-type: none"> <li>Shows some accurate knowledge.</li> <li>Demonstrates partial understanding that is relevant to the demands of the question.</li> <li>Evidence/examples are not always relevant.</li> <li>Some use of appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding is partially applied to the context of the question.</li> <li>Is able to form a sound interpretation of evidence that shows some accuracy.</li> <li>Makes some attempt to identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision.</li> <li>An imbalanced argument is constructed.</li> <li>Sound evaluation that offers generalised judgements and conclusions, with limited use of evidence.</li> </ul>
<b>Limited</b>	<ul style="list-style-type: none"> <li>Limited knowledge with some relevance to the topic or question.</li> <li>Little or no development seen.</li> <li>Evidence/examples are not made relevant.</li> <li>Very little or no use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge and understanding is applied in a weak manner to the context of the question.</li> <li>Can only form a simple interpretation of evidence, if at all, with very limited accuracy.</li> <li>Makes weak attempt to identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>Analysis and evaluation skills are used with limited competence.</li> <li>Unsupported evaluation that offers simple or no conclusions.</li> </ul>

**Section A****Question 1****Using examples, describe the main features of an indirect democracy.****[6]****Indicative content**

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In describing the main features of indirect democracy, candidates are expected to demonstrate knowledge and understanding of the government system in which people elect representatives to rule in their interest. In demonstrating this knowledge and understanding candidates are required to give an answer which is focused on describing the features of indirect democracy. The response might consider issues such as:

- Free and frequent elections.
- Representation and accountability.
- Changes of government.
- Mandates.
- Any other relevant information.

<b>Band</b>	<b>Marks</b>	<b>AO1</b>
<b>3</b>	<b>5-6</b>	Thorough knowledge and understanding of indirect democracy, using a range of relevant evidence/examples.
<b>2</b>	<b>3-4</b>	Reasonable knowledge and understanding of indirect democracy with some use of evidence/examples.
<b>1</b>	<b>1-2</b>	Limited knowledge and understanding of indirect democracy with limited evidence/examples.
	<b>0</b>	Response not creditworthy or not attempted.

**Question 2**

**Using examples, outline three rights contained within the European Convention of Human Rights.**

**[6]****Indicative content**

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In outlining three rights contained within the European Convention of Human Rights, candidates are expected to demonstrate knowledge and understanding of three appropriate rights. In demonstrating this knowledge and understanding candidates are required to give an answer which is focused on relevant rights within the Convention. The response might consider issues such as:

- Obligation to respect Human Rights.
- The right to life.
- The right not to be tortured.
- The right to a fair trial.
- The right to privacy.
- The right to marry and establish a family.
- Any other relevant right from the European Convention of Human Rights.

<b>Band</b>	<b>Marks</b>	<b>AO1</b>
<b>3</b>	<b>5-6</b>	Thorough knowledge and understanding of three rights contained within the European Convention of Human Rights, using a range of relevant evidence/examples.
<b>2</b>	<b>3-4</b>	Reasonable knowledge and understanding of three rights contained within the European Convention of Human Rights with some use of evidence/examples. OR Thorough knowledge and understanding of two rights contained within the European Convention of Human Rights, using a range of relevant evidence/examples.
<b>1</b>	<b>1-2</b>	Limited knowledge and understanding of three rights contained within the European Convention of Human Rights with limited evidence/examples. OR Reasonable knowledge and understanding of two rights contained within the European Convention of Human Rights with some use of evidence/examples. OR Thorough knowledge and understanding of one right contained within the European Convention of Human Rights, using a range of relevant evidence/examples.
	<b>0</b>	Response not creditworthy or not attempted.

**Section B****Question 3**

Study Extract A below and answer the question that follows.

Extract A

<b>Men by Class</b>	Conservative %	Labour %	Lib. Dem. %	UKIP %	Green	Other	Con lead over Lab + % -	Turnout
AB	46	25	11	10	3	5	21	77%
C1	42	27	8	12	4	7	15	68%
C2	30	32	5	21	4	8	-2	62%
DE	26	40	4	18	3	9	-14	56%
<b>Women by Class</b>								
AB	44	28	12	6	5	5	16	73%
C1	41	31	8	10	5	5	10	69%
C2	34	33	7	17	4	5	1	63%
DE	28	42	5	16	3	6	-14	57%

[AB = Higher & intermediate managerial, administrative, professional occupations;  
C1 = Supervisory, clerical & junior managerial, administrative, professional occupations;  
C2 = Skilled manual occupations;  
DE = Semi-skilled & unskilled manual occupations, Unemployed and lowest grade occupations]

[Extract adapted from Ipsos Mori.com, 'How Britain Voted in 2015'.]

**Using Extract A as well as your own knowledge, explain the similarities between the sociological model and voting behaviour in the UK in 2015. [24]**

**Indicative content**

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In interpreting the data from Extract A, candidates are expected to demonstrate the ability to interpret and apply their knowledge of the sociological model of voting to identify and explain how Britain voted in 2015. In demonstrating this candidates are required to give an answer which is focused on evidence that connects the Sociological model with the data presented. The response might consider issues such as:

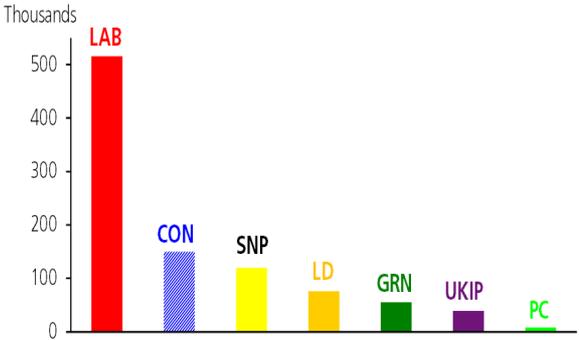
- The sociological model of voting behaviour, associated with Butler and Stokes (1963), based on the consistent finding that social class was the most accurate indicator of likely voting intention.
- The idea that, in the past, working class voters voted for the Labour Party, and middle class voters voted Conservative.
- The relationship between the professional and middle classes and voting behaviour as suggested by the statistics.
- The relationship between skilled and unskilled workers, and those who do not work, and voting behaviour as suggested by the statistics.
- Changes in the relationships between social class and voting behaviour in recent times, such as rational choice and valence issues.
- Any other relevant information.

<b>Band</b>	<b>Marks</b>	<b>AO1</b>	<b>Marks</b>	<b>AO2</b>
<b>4</b>	<b>7-8</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the sociological model of voting behaviour.</li> <li>• Evidence/examples used are well-chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	<b>13-16</b>	<ul style="list-style-type: none"> <li>• Thorough application of political knowledge to the source.</li> <li>• Thorough interpretation of political information on the sociological model of voting behaviour.</li> <li>• Thorough explanation of relevant similarities, differences and connections between the data and the model.</li> </ul>
<b>3</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the sociological model of voting behaviour.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	<b>9-12</b>	<ul style="list-style-type: none"> <li>• Reasonable application of political knowledge to the source.</li> <li>• Reasonable interpretation of political information on the roles of the sociological model of voting behaviour.</li> <li>• Reasonable explanation of relevant similarities, differences and connections between the data and the model.</li> </ul>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of the roles of the sociological model of voting behaviour.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	<b>5-8</b>	<ul style="list-style-type: none"> <li>• Adequate application of political knowledge to the source.</li> <li>• Adequate interpretation of political information on the roles of the sociological model of voting behaviour.</li> <li>• Adequate explanation of relevant similarities, differences and connections between the data and the model.</li> </ul>
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the sociological model of voting behaviour.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	<b>1-4</b>	<ul style="list-style-type: none"> <li>• Limited application of political knowledge to the source.</li> <li>• Limited interpretation of political information on the roles of the sociological model of voting behaviour.</li> <li>• Limited explanation of relevant similarities, differences and connections between the data and the model.</li> </ul>
	<b>0</b>	Response not creditworthy or not attempted.		

**Question 4**

Study Extract B below and answer the question that follows.

## Extract B

Membership of UK political parties, July 2016	Name of pressure group	Approximate membership 2016
 <p>Thousands</p> <p>LAB</p> <p>CON</p> <p>SNP</p> <p>LD</p> <p>GRN</p> <p>UKIP</p> <p>PC</p>	<ul style="list-style-type: none"> <li>• UNISON (trade union for public service workers)</li> <li>• The Royal Society for the Protection of Birds (RSPB)</li> <li>• The Campaign for Real Ale (CAMRA)</li> <li>• The Open Spaces Society (for the preservation of commons, village greens etc.)</li> </ul>	<p>1.3 million</p> <p>1.18 million</p> <p>183,000</p> <p>2,300</p>
<p>Conservative figures are as of 1 December 2013 (Latest available estimate)</p> <p>Source: figures provided by party head offices July 2016.</p> <p><a href="http://www.researchbriefings.parliament.uk">www.researchbriefings.parliament.uk</a></p>		

Using Extract B as well as your own knowledge, explain the similarities and differences between parties and pressure groups.

[24]

**Indicative content**

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In comparing the similarities and differences between parties and pressure groups, candidates are expected to demonstrate the ability to interpret and apply their knowledge and the data in the extract to identify and explain the connection between the two. In demonstrating this candidates are required to give an answer which is focused on examples of political parties and pressure groups, the differences between them and how they influence policy. The response might consider issues such as:

- Similarities and differences in membership size as suggested by the extracts.
- Similarities and differences in membership types as suggested by the extracts.
- Similarities and differences in funding, aims or methods used.
- Similarities and differences in how they influence policy.
- Similarities and differences in their structure and organisation.
- Any other relevant information.

<b>Band</b>	<b>Marks</b>	<b>AO1</b>	<b>Marks</b>	<b>AO2</b>
<b>4</b>	<b>7-8</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the similarities and differences between parties and pressure groups.</li> <li>• Evidence/examples used are well-chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	<b>13-16</b>	<ul style="list-style-type: none"> <li>• Thorough application of political knowledge to the source.</li> <li>• Thorough interpretation of political information on parties and pressure groups.</li> <li>• Thorough explanation of relevant similarities, differences and connections between parties and pressure groups.</li> </ul>
<b>3</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the similarities and differences between parties and pressure groups.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	<b>9-12</b>	<ul style="list-style-type: none"> <li>• Reasonable application of political knowledge to the source.</li> <li>• Reasonable interpretation of political information on parties and pressure groups.</li> <li>• Reasonable explanation of relevant similarities, differences and connections between parties and pressure groups.</li> </ul>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of the similarities and differences between parties and pressure groups.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	<b>5-8</b>	<ul style="list-style-type: none"> <li>• Adequate application of political knowledge to the source.</li> <li>• Adequate interpretation of political information on parties and pressure groups.</li> <li>• Adequate explanation of relevant similarities, differences and connections between parties and pressure groups.</li> </ul>
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the similarities and differences between parties and pressure groups.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	<b>1-4</b>	<ul style="list-style-type: none"> <li>• Limited application of political knowledge to the source.</li> <li>• Limited interpretation of political information on the roles of parties and pressure groups.</li> <li>• Limited explanation of relevant similarities, differences and connections between parties and pressure groups.</li> </ul>
	<b>0</b>	Response not creditworthy or not attempted.		

## Section C

### Question 5

**To what extent are citizens' rights protected sufficiently in the UK?**

**[22]**

#### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In discussing citizen's rights in the UK candidates are expected to demonstrate the ability to analyse and evaluate the extent to which they are sufficiently protected, construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this candidates are required to give an answer which is focused on evidence from both sides of the argument. The response might consider issues such as:

Arguments that they are might include:

- Statute law to protect citizens' rights, with examples (e.g. The Human Rights Act).
- Protection under international agreements to which the UK is party, e.g. The European Convention on Human Rights or the UN Declaration of Human Rights.
- The existence of a body of case and common law enshrining rights in the UK.
- Speculation about the political consequences of any government taking established rights away.
- The ability of UK constitutional arrangements to absorb and protect new rights as times change, with examples.
- The role of campaign groups and the media in highlighting abuses.

Arguments that they are not might include:

- The lack of a codified constitution.
- The lack of entrenchment of citizens' rights in the UK.
- The lack of clarity about how to proceed through the judicial system, and where to do this, if a citizen feels rights have been infringed.
- Parliamentary sovereignty and the dominance of parliament by the executive.
- Consideration of arguments about the protection of the rights of some groups over others and the possible biases within the judicial system which may promote this.
- Any other relevant information.

Band	Marks	AO1	Marks	AO3
4	9-10	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of citizens' rights in the UK.</li> <li>• Evidence/examples used are well-chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	10-12	<ul style="list-style-type: none"> <li>• Thorough analysis and evaluation of the level of protection of these rights.</li> <li>• Thorough discussion with well-developed and balanced arguments.</li> <li>• Structure is logical.</li> <li>• Writing demonstrates accurate grammar, punctuation and spelling.</li> <li>• An appropriate conclusion is reached based on evidence presented.</li> </ul>
3	6-8	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of citizens' rights in the UK.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	7-9	<ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of the level of protection of these rights.</li> <li>• Reasonable discussion with well-developed and balanced arguments.</li> <li>• Structure is mostly logical.</li> <li>• Writing demonstrates reasonably accurate grammar, punctuation and spelling.</li> <li>• A reasonable conclusion is reached based on evidence presented.</li> </ul>
2	3-5	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of citizens' rights in the UK.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	4-6	<ul style="list-style-type: none"> <li>• Adequate analysis and evaluation of the level of protection of these rights.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> </ul> <p>OR</p> <p>Reasonable discussion with only one side of the argument.</p> <ul style="list-style-type: none"> <li>• Structure is adequate.</li> <li>• Writing demonstrates some errors in grammar, punctuation and spelling.</li> <li>• A superficial conclusion is reached.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of citizens' rights in the UK.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	1-3	<ul style="list-style-type: none"> <li>• Limited analysis and evaluation of the level of protection of these rights.</li> <li>• Limited discussion.</li> <li>• Answer lacks structure.</li> <li>• Writing demonstrates many errors in grammar, punctuation and spelling.</li> <li>• No conclusion.</li> </ul>
	0	Response not creditworthy or not attempted.		

## Question 6

**Discuss the importance of party members to political parties in Wales and the UK. [22]**

### **Indicative content**

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In discussing the importance of party members to political parties in Wales and the UK candidates are expected to demonstrate the ability to analyse and evaluate the extent of their importance, construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this candidates are required to give an answer which is focused on evidence from both sides of the argument. The response might consider issues such as:

Arguments about the importance of party members may include:

- Their importance in policy-making focus groups and maintaining a useful and democratic connection between representatives and the grassroots.
- Their importance in fundraising.
- Their importance in candidate selection and deselection and the election of party leaders.
- Any other relevant information.

Arguments about the lack of importance of party members may include:

- The domination of policy centrally in UK political parties.
- The small numbers of paid-up members of some UK parties.
- The nature of 'membership' including affiliated members or supporters, for example; the lack of activism amongst party members.
- The nature of candidate/ leader selection in some political parties where members are excluded from the process.
- Any other relevant information.

<b>Band</b>	<b>Marks</b>	<b>AO1</b>	<b>Marks</b>	<b>AO3</b>
<b>4</b>	<b>9-10</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the role and importance of party members.</li> <li>• Evidence/examples used are well-chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Thorough analysis and evaluation of the level of importance of party members.</li> <li>• Thorough discussion with well-developed and balanced arguments.</li> <li>• Structure is logical.</li> <li>• Writing demonstrates accurate grammar, punctuation and spelling.</li> <li>• An appropriate conclusion is reached based on evidence presented.</li> </ul>
<b>3</b>	<b>6-8</b>	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the role and importance of party members.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of the level of importance of party members.</li> <li>• Reasonable discussion with well-developed and balanced arguments.</li> <li>• Structure is mostly logical.</li> <li>• Writing demonstrates reasonably accurate grammar, punctuation and spelling.</li> <li>• A reasonable conclusion is reached based on evidence presented.</li> </ul>
<b>2</b>	<b>3-5</b>	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of the role and importance of party members.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Adequate analysis and evaluation of the level of importance of party members.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Reasonable discussion with only one side of the argument.</li> <li>• Structure is adequate.</li> <li>• Writing demonstrates some errors in grammar, punctuation and spelling.</li> <li>• A superficial conclusion is reached.</li> </ul>
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the role and importance of party members.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Limited analysis and evaluation of the level of importance of party members.</li> <li>• Limited discussion.</li> <li>• Answer lacks structure.</li> <li>• Writing demonstrates many errors in grammar, punctuation and spelling.</li> <li>• No conclusion.</li> </ul>
	<b>0</b>	Response not creditworthy or not attempted.		

## Question 7

**‘Social movements achieve little, despite their high profile.’ Discuss. [22]**

### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In discussing social movements candidates are expected to demonstrate the ability to analyse and evaluate the extent of their achievements, construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this candidates are required to give an answer which is focused on evidence from both sides of the argument. The response might consider issues such as:

Arguments that they achieve little might include:

- Discussion of high profile campaigns by social movements such as the environmental movement and the relative lack of impact on government policies on climate change and the environment.
- The loose organisation of social movements, with disparate groups associated with them, and how that makes co-ordination difficult.
- The perception that social movements are outside the mainstream (‘outsiders’) and are therefore bound to find it difficult to influence governments.
- Any other relevant information.

Arguments that they do achieve might include:

- Discussion of the purpose and aim of a social movement and whether they aim for quick change or to change attitudes which takes longer.
- The use of new communication technologies by more recent movements such as Occupy and the different nature of the pressure they can bring through this compared to traditional methods.
- Success of long-established movements such as the Women’s Movement in contributing to gender equality legislation or the Peace Movement in helping secure the removal of cruise missiles from Greenham Common etc.
- Any other relevant information.

Band	Marks	AO1	Marks	AO3
4	9-10	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of social movements.</li> <li>• Evidence/examples used are well-chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	10-12	<ul style="list-style-type: none"> <li>• Thorough analysis and evaluation of the achievement of social movements.</li> <li>• Thorough discussion with well-developed and balanced arguments.</li> <li>• Structure is logical.</li> <li>• Writing demonstrates accurate grammar, punctuation and spelling.</li> <li>• An appropriate conclusion is reached based on evidence presented.</li> </ul>
3	6-8	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of social movements.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	7-9	<ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of the achievement of social movements.</li> <li>• Reasonable discussion with well-developed and balanced arguments.</li> <li>• Structure is mostly logical.</li> <li>• Writing demonstrates reasonably accurate grammar, punctuation and spelling.</li> <li>• A reasonable conclusion is reached based on evidence presented.</li> </ul>
2	3-5	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of social movements.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	4-6	<ul style="list-style-type: none"> <li>• Adequate analysis and evaluation of the achievement of social movements.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> </ul> <p>OR</p> <p>Reasonable discussion with only one side of the argument.</p> <ul style="list-style-type: none"> <li>• Structure is adequate.</li> <li>• Writing demonstrates some errors in grammar, punctuation and spelling.</li> <li>• A superficial conclusion is reached.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of social movements.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	1-3	<ul style="list-style-type: none"> <li>• Limited analysis and evaluation of the achievement of social movements.</li> <li>• Limited discussion.</li> <li>• Answer lacks structure.</li> <li>• Writing demonstrates many errors in grammar, punctuation and spelling.</li> <li>• No conclusion.</li> </ul>
	0	Response not creditworthy or not attempted.		



**A LEVEL GOVERNMENT AND POLITICS**

**UNIT 3**

**Political concepts and theories**

**SAMPLE ASSESSMENT MATERIALS**

**2 hours 30 minutes**

**ADDITIONAL MATERIALS**

In addition to this examination paper, you will need a 16 page answer book.

**INSTRUCTIONS TO CANDIDATES**

**Section A:** Answer **both** questions.

**Section B:** Answer **two** questions from either questions 3, 4 **or** 5.

**Section C:** Answer the question.

Write your answers in the separate answer book provided.

Use black ink or black ball-point pen.

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question. The quality of your written communication, including appropriate use of punctuation and grammar, will be assessed in questions 3, 4, 5 and 6.

### Section A

*In Section A, you must answer **both** questions 1 and 2.*

*In your answer credit will be given for accurate knowledge and understanding, and also your ability to interpret and apply political information.*

1. Explain why the concept of revolution is fundamental to Communism. [16]
2. Why is the concept of pluralism an essential value of Liberalism? [16]

### Section B

*In Section B, you must answer **two** questions.*

*In your answer credit will be given for accurate knowledge and understanding, and also your ability to analyse and evaluate.*

3. Discuss the view that Socialism is more to do with economics than politics. [24]
4. Discuss the idea that Nationalism is more cultural than political. [24]
5. 'Conservatism has had a negative impact on global politics.' Discuss this view with reference to **two** global regions you have studied. [24]

### Section C

*In your answer credit will be given for accurate knowledge and understanding, your ability to interpret and apply political information and your ability to analyse and evaluate.*

6. 'Socialism is the most influential theory on Welsh politics.' Evaluate this statement using your knowledge of political theories. [40]

## UNIT 3: Political concepts and theories Mark Scheme

### Marking guidance for examiners

#### Summary of assessment objectives for Unit 3

The questions in Section A assess both AO1 and AO2. The questions in Section B assess both AO1 and AO3. The question in Section C assesses all three assessment objectives. The assessment objectives focus on the ability to demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and issues (AO1); the ability to interpret and apply political information to identify and explain relevant similarities, differences, and connections (AO2), and the ability to analyse and evaluate the areas of government and politics studied to construct arguments, make substantiated judgements and draw conclusions (AO3).

#### The structure of the mark scheme

The mark scheme for each question has two parts:

- Advice outlining indicative content which can be used to assess the quality of the specific response. The content is not prescriptive and candidates are not expected to mention all the material referred to. Examiners should seek to credit any further admissible evidence offered by the candidates.
- An assessment grid advising bands and associated marks that should be allocated to responses which demonstrate the characteristics needed in AO1, AO2 and AO3.

#### Deciding on the mark awarded within a band

- The first stage for an examiner is to use both the indicative content and the assessment grid to decide the overall band.
- The second stage is to decide how firmly the characteristics expected for that band are displayed.
- Thirdly a final mark for the question can then be awarded.

#### Organisation and communication

This issue should have bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark in the band.

#### Level Descriptors

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. The following grid should inform your decision as to which band the answer belongs:

	AO1	AO2	AO3
<b>Thorough</b>	<ul style="list-style-type: none"> <li>• Aware of a wide range of detailed and accurate knowledge.</li> <li>• Demonstrates fully developed understanding that shows relevance to the demands of the question.</li> <li>• Evidence/examples are well chosen.</li> <li>• Precision in the use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding is consistently applied to the context of the question.</li> <li>• Is able to form a clear, developed and convincing interpretation of evidence that is fully accurate.</li> <li>• Is able to fully identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are used in a consistently appropriate and effective way.</li> <li>• An effective and balanced argument is constructed.</li> <li>• Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.</li> </ul>
<b>Reasonable</b>	<ul style="list-style-type: none"> <li>• Has a range of detailed and accurate knowledge.</li> <li>• Demonstrates well developed understanding that is relevant to the demands of the question.</li> <li>• Evidence/examples are appropriate.</li> <li>• Generally precise in the use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding is mainly applied to the context of the question.</li> <li>• Is able to form a clear and developed interpretation of evidence that is mostly accurate.</li> <li>• Is partially able to identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are mostly used in a suitable way and with a good level of competence and precision.</li> <li>• An accurate and balanced argument is constructed.</li> <li>• Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.</li> </ul>
<b>Adequate</b>	<ul style="list-style-type: none"> <li>• Shows some accurate knowledge.</li> <li>• Demonstrates partial understanding that is relevant to the demands of the question.</li> <li>• Evidence/examples are not always relevant.</li> <li>• Some use of appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding is partially applied to the context of the question.</li> <li>• Is able to form a sound interpretation of evidence that shows some accuracy.</li> <li>• Makes some attempt to identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision.</li> <li>• An imbalanced argument is constructed.</li> <li>• Sound evaluation that offers generalised judgements and conclusions, with limited use of evidence.</li> </ul>
<b>Limited</b>	<ul style="list-style-type: none"> <li>• Limited knowledge with some relevance to the topic or question.</li> <li>• Little or no development seen.</li> <li>• Evidence/examples are not made relevant.</li> <li>• Very little or no use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding is applied in a weak manner to the context of the question.</li> <li>• Can only form a simple interpretation of evidence, if at all, with very limited accuracy.</li> <li>• Makes weak attempt to identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are used with limited competence.</li> <li>• Unsupported evaluation that offers simple or no conclusions.</li> </ul>

## Section A

### Question 1

**Explain why the concept of revolution is fundamental to Communism. [16]**

#### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In applying their knowledge, candidates are expected to demonstrate the ability to interpret the concept of gradualism to identify and explain its connection to Communism. In demonstrating this candidates are required to give an answer which is focused on the communist fundamental value of gradualism, alongside a discussion of the similarities and differences in approach to the concept of revolution. The response might consider issues such as:

- The dialectic: All communists agree with Marx on the historical function of revolution. The dialectic shows how history has developed through revolution. Influenced by Hegel, Marx explained human development as a result of internal contradictions within the mode of production. Each thesis contains its own antithesis which will lead to synthesis. Capitalism contained the proletariat which would come to be the 'grave digger of capitalism'.
- History: All communists will agree with the teleological nature of History. History is the struggle of the exploiter versus the exploited. Each epoch is characterised by its own mode of production and class system. Each economic structure has been replaced through revolution by another. Marx identified four stages in human development: primitive communism, slavery, feudalism, capitalism
- Alterations to Marx: Differences amongst Marxists comes when praxis influences theory. Marx predicted a social revolution that would overturn the mode of production. The revolution would be led by the proletariat. Lenin's development was to replace the idea of a spontaneous revolution with the revolution being organised by a revolutionary party. The party would be the 'vanguard of the proletariat'. However, revolutionaries in China, Vietnam and Cuba rejected the need for a proletarian revolution which was replaced by a peasant led revolution.
- Any other relevant information.

<b>Band</b>	<b>Marks</b>	<b>AO1</b>	<b>Marks</b>	<b>AO2</b>
<b>4</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the concepts of revolution and Communism.</li> <li>• Evidence/examples used are well chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Thorough application of political knowledge of revolution to the concept of Communism.</li> <li>• Thorough interpretation of political information.</li> <li>• Thorough explanation of relevant similarities, differences and connections.</li> </ul>
<b>3</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the concepts of revolution and Communism.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Reasonable application of political knowledge of revolution to the concept of Communism.</li> <li>• Reasonable interpretation of political information.</li> <li>• Reasonable explanation of relevant similarities, differences and connections.</li> </ul>
<b>2</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of the concepts of revolution and Communism.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Adequate application of political knowledge of revolution to the concept of Communism.</li> <li>• Adequate interpretation of political information.</li> <li>• Adequate explanation of relevant similarities, differences and connections.</li> </ul>
<b>1</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the concepts of revolution and Communism.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Limited application of political knowledge of revolution to the concept of Communism.</li> <li>• Limited interpretation of political information.</li> <li>• Limited explanation of relevant similarities, differences and connections.</li> </ul>
	<b>0</b>	Response not creditworthy or not attempted.		

## Question 2

**Why is the concept of pluralism an essential value of Liberalism?**

**[16]**

### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In applying their knowledge candidates are expected to demonstrate the ability to interpret pluralism to identify and explain its importance to liberals. In demonstrating this candidates are required to give an answer which is focused on a liberal interpretation of pluralism. The response might consider issues such as:

- Social interpretations: Pluralism can be used to describe different social contexts. Political pluralism can describe a political system of many parties. Moral pluralism can denote a variety of ethical values. Cultural pluralism outlines a society made up of more than one culture.
- Toleration: Pluralism provides a foundation for toleration. Pluralism is connected to toleration by the acceptance that individuals are free to choose from a variety of beliefs. A willingness to accept that others will have different beliefs to our own can only occur if there are a variety of beliefs to choose from.
- Power: Pluralism offers a justification for democracy. In its political context pluralism is the theory that power is not concentrated in the hands of an elite but dispersed through different groups. These may be institutionalised through structures such as federalism or devolution. These competing groups produce an equilibrium and stability by endorsing the democratic political system that allows them potential access to power.
- Any other relevant information.

Band	Marks	AO1	Marks	AO2
4	4	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the concepts of pluralism and Liberalism.</li> <li>• Evidence/examples used are well chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	10-12	<ul style="list-style-type: none"> <li>• Thorough application of political knowledge of pluralism to the concept of Liberalism.</li> <li>• Thorough interpretation of political information.</li> <li>• Thorough explanation of the connections between the concept of pluralism and Liberalism.</li> </ul>
3	3	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of pluralism and Liberalism.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	7-9	<ul style="list-style-type: none"> <li>• Reasonable application of political knowledge of pluralism to the concept of Liberalism.</li> <li>• Reasonable interpretation of political information.</li> <li>• Reasonable explanation of the connections between the concept of pluralism and Liberalism.</li> </ul>
2	2	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of pluralism and Liberalism.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	4-6	<ul style="list-style-type: none"> <li>• Adequate application of political knowledge of pluralism to the concept of Liberalism.</li> <li>• Adequate interpretation of political information.</li> <li>• Adequate explanation of the connections between the concept of pluralism and Liberalism.</li> </ul>
1	1	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of pluralism and Liberalism.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	1-3	<ul style="list-style-type: none"> <li>• Limited application of political knowledge of pluralism to the concept of Liberalism.</li> <li>• Limited interpretation of political information.</li> <li>• Limited explanation of the connections between the concept of pluralism and Liberalism.</li> </ul>
	0	Response not creditworthy or not attempted.		

## Section B

### Question 3

**Discuss the view that Socialism is more to do with economics than politics. [24]**

#### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In discussing Socialism candidates are expected to demonstrate the ability to analyse the view that economics are a driving force behind the political theory. Candidates will construct arguments, make substantiated judgements and draw conclusions. In demonstrating this candidates are required to give an answer which is focused on the balance between economics and politics. The response might consider issues such as:

#### Economics:

- Socialists' attitude to capitalism is a defining characteristic.
- Revolutionary socialism; Marx held the view that human development can only be understood through economics.
- The economic base determines the superstructure. Society's legal and political system, its culture, art, literature and religion arise from the mode of production. Capitalism is a system of naked oppression and exploitation that alienates people. However, through its internal contradictions it will inevitably collapse.
- Evolutionary socialism; Social democrats contend that capitalism is far more complex than Marx suggested. Class system has developed to an extent that the majority of people are neither capitalist nor proletarian. Capitalism is capable of being reformed by economic management, nationalization, welfare state and the democratic process.
- Any other relevant information.

#### Politics:

- Socialists' view of capitalism defines their view of politics.
- Revolutionary socialism; For Marx the economic base dictated the form of society's political structure. The state is an agent of class oppression and functions in the interests of the dominant class. The state is a bourgeois state while liberal democracy is a façade, disguising the reality of exploitation. Instead of wasting their energies on elections the proletariat has to overthrow the political system through revolution.
- Evolutionary socialism; For social democrats socialism is attainable through the parliamentary system and revolution is not needed. The liberal view of the state as neutral arbiter is accepted. Through rational debate and education, elite groups in society would be converted to socialism. The state apparatus would be used to further the interests of the working class. Socialism would be achieved through social reform by the democratic state.
- Any other relevant information.

Band	Marks	AO1	Marks	AO3
4	7-8	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the economic and political view of Socialism.</li> <li>• Evidence/examples used are well chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	13-16	<ul style="list-style-type: none"> <li>• Thorough analysis and evaluation of the difference between the economic and political view of Socialism.</li> <li>• Thorough discussion with well-developed and balanced arguments.</li> <li>• Structure is logical.</li> <li>• Writing demonstrates accurate grammar, punctuation and spelling.</li> <li>• An appropriate conclusion is reached based on evidence presented.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the economic and political view of Socialism.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	9-12	<ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of the difference between the economic and political view of Socialism.</li> <li>• Reasonable discussion with well-developed and balanced arguments.</li> <li>• Structure is mostly logical.</li> <li>• Writing demonstrates reasonably accurate grammar, punctuation and spelling.</li> <li>• A reasonable conclusion is reached based on evidence presented.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of the economic and political view of Socialism.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	5-8	<ul style="list-style-type: none"> <li>• Adequate analysis and evaluation of the difference between the economic and political view of Socialism.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> </ul> <p>OR</p> <p>Reasonable discussion with only one side of the argument.</p> <ul style="list-style-type: none"> <li>• Structure is adequate.</li> <li>• Writing demonstrates some errors in grammar, punctuation and spelling.</li> <li>• An adequate conclusion is reached.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the economic and political view of Socialism.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	1-4	<ul style="list-style-type: none"> <li>• Limited analysis and evaluation of the difference between the economic and political view of Socialism.</li> <li>• Limited discussion.</li> <li>• Answer lacks structure.</li> <li>• Writing demonstrates many errors in grammar, punctuation and spelling.</li> <li>• No conclusion.</li> </ul>
	0	Response not creditworthy or not attempted.		

#### Question 4

**Discuss the idea that Nationalism is more cultural than political.**

**[24]**

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In discussing Nationalism, candidates are expected to demonstrate the ability to analyse and evaluate the cultural position propounded by nationalists. Candidates will construct arguments, make substantiated judgements and draw conclusions. In demonstrating this candidates are required to give an answer which is focused on the conceptual nature of Nationalism. The response might consider issues such as:

Culture:

- Cultural nationalism places more emphasis on identity than political outcomes. Its romantic belief in the nation is developed from a folk culture of ritual, tradition and myths. Nations are seen as cultural communities. There is a connection between cultural nationalism and ethnic nationalism. Ethnicity is denoted by a view of common culture and race. This then has exclusive characteristics with chauvinistic tendencies. It is associated with assimilation and cultural purity.

Politics:

- Political nationalism fuses the idea of national community with popular sovereignty. Nationhood and statehood are brought together to form the nation-state. National identity can only be expressed through political independence and national self-determination. This produces cultural cohesion and political unity. The nation-state is the only possible form of political organisation.

Irrationality:

- Critics hold the view that Nationalism is not linked to political theory but rather to an emotional appeal. Nationalism can be viewed as an irrational feeling of loyalty to a mythical conceit that can be expressed through chauvinism and racialism. In addition, critics have highlighted the widespread use of nationalist ideas by a vast array of different ideologies. It has been used for progressive, democratic and rational purposes but also for reactionary, authoritarian and irrational ones. Rather than holding any coherent strand of thought, nationalist ideas can be used by all positions on the left-right political spectrum.

Band	Marks	AO1	Marks	AO3
4	7-8	<ul style="list-style-type: none"> <li>Thorough knowledge and understanding of the cultural view of Nationalism.</li> <li>Evidence/examples used are well chosen.</li> <li>Depth and range to material used.</li> <li>Effective use of terminology.</li> </ul>	13-16	<ul style="list-style-type: none"> <li>Thorough analysis and evaluation of the concept of Nationalism as a cultural movement.</li> <li>Thorough discussion with well-developed and balanced arguments.</li> <li>Structure is logical.</li> <li>Writing demonstrates accurate grammar, punctuation and spelling.</li> <li>An appropriate conclusion is reached based on evidence presented.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>Reasonable knowledge and understanding of the cultural view of Nationalism.</li> <li>Evidence/examples used are appropriate.</li> <li>Depth and range to material used, but not in equal measure.</li> <li>Good use of terminology.</li> </ul>	9-12	<ul style="list-style-type: none"> <li>Reasonable analysis and evaluation of the concept of Nationalism as a cultural movement.</li> <li>Reasonable discussion with well-developed and balanced arguments.</li> <li>Structure is mostly logical.</li> <li>Writing demonstrates reasonably accurate grammar, punctuation and spelling.</li> <li>A reasonable conclusion is reached based on evidence presented.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>Adequate knowledge and understanding of the cultural view of Nationalism.</li> <li>Evidence/examples used are not always relevant.</li> <li>Depth or range to material used.</li> <li>Some appropriate use of terminology.</li> </ul>	5-8	<ul style="list-style-type: none"> <li>Adequate analysis and evaluation of the difference between the concept of Nationalism as a cultural movement.</li> <li>Adequate discussion with well-developed and balanced arguments.</li> </ul> <p>OR</p> <p>Reasonable discussion with only one side of the argument.</p> <ul style="list-style-type: none"> <li>Structure is adequate.</li> <li>Writing demonstrates some errors in grammar, punctuation and spelling.</li> <li>An adequate conclusion is reached.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>Limited knowledge and understanding of the cultural view of Nationalism.</li> <li>Evidence/examples used are not made relevant.</li> <li>Very little use of terminology.</li> </ul>	1-4	<ul style="list-style-type: none"> <li>Limited analysis and evaluation of the difference between the concept of Nationalism as a cultural movement.</li> <li>Limited discussion.</li> <li>Answer lacks structure.</li> <li>Writing demonstrates many errors in grammar, punctuation and spelling.</li> <li>No conclusion.</li> </ul>
	0	Response not creditworthy or not attempted.		

## Question 5

**'Conservatism has had a negative impact on global politics.' Discuss this view with reference to two global regions you have studied. [24]**

### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In discussing Conservatism, candidates are expected to demonstrate the ability to analyse and evaluate the impact of conservative ideas on global politics. Candidates will construct arguments, make substantiated judgements and draw conclusions. In demonstrating this candidates are required to give an answer which is focused on giving a balanced view of conservative ideas in a variety of global settings. The response might consider issues such as:

Human nature and its effect on the state:

- Positive impact – The realist view of global politics dominated most of the twentieth century. This was greatly influenced by conservatism. Conservatism has a deeply pessimistic view of human nature. It is conservatism's view on our psychological limitations that has had the biggest impact on the 'realist' position of global politics. Conservatives will recognize power seeking as the primary human urge. We are selfish and greedy creatures who are in fear of others who may pose a menace to our circumstances. In order to ensure our wellbeing we aspire to control the actions of others. We desire 'power after power'. We can do nothing to alter our human nature as it is unchangeable, it is fixed and given. It is determined by nature rather than nurture. We are egoistical and self-seeking, driven by non-rational appetites. We are violent and anti-social. This pessimistic approach appeared to explain international rivalry, especially at the time of the cold war. It was the heightened tensions between the USA and USSR that appeared to justify realists focus on the concept of power.
- Negative impact – However, realism failed to account for the end of the cold war. The pessimism of conservatism could not explain the end of the USSR and its influence in Eastern Europe. The fixed nature of human behaviour could not account for such a dramatic peaceful change. The conservative belief in basic human urges meant that they saw conflict as inevitable between individuals and states alike. Peace was impossible to achieve. Peace was a utopian delusion. However, the end of the cold war did occur without open conflict.

Conflict:

- Negative impact – Conservative influenced realists have been accused of being apologists for an acceptance of endless war. The international field of affairs is regarded as dangerous and perilous; stability and order are the exception rather than the rule. This is exemplified in that foreign policy is determined by considerations of power and security, how to increase that of the state and how to diminish that of rival states. This is achieved either through military means or strategies to gain at the expense of others. Military power is placed at a premium. Relationships between states are characterised by competition, struggle and an unavoidable inclination towards conflict. Conflicts are deemed unavoidable and a natural part of human behaviour.

- Positive impact– However, realists have argued that war is only necessary when the national interest is at stake. The advantages and disadvantages of going to war have to be evaluated to decide if it is the right course of action. If the national interest is not best served by going to war then there should not be a natural inclination to do so. Some American realists objected to the Iraq War and the War on Terror as they saw these strategies as running counter to America's national interest.

Fairness:

- Positive impact– Fairness as a universal concept makes no sense to conservative influenced realists. Unlike socialism or liberalism, conservatism places order and security at the heart of its thinking. Rather than creating a better world, conservatives want to maintain this one. For realists, fairness is not the key motivator in global politics. Moral and ethical considerations are not as important as the national interest, but that is not to say that there is no such thing as right and wrong. The actions of the state should be guided by the wellbeing of its own citizens. Morality takes the form of what is good or bad for that particular state.
- Negative impact– This moral relativism causes problems for conservatives. There is no universal morality. Questions of right and wrong and what is fair and unfair are not the same the world over. What may be acceptable in one part of the world may be unacceptable in another. The only universal consideration that makes sense is what is good for the state. The decision to wage war should be made in terms of the strategic interest of the nation. However, conservatives view traditional values and customs as being crucial in creating a sense of identity, rootedness and belonging. Acting in an amoral nature internationally may undermine the state at home.
- Global settings:
  - Africa
  - In the second half of the 20<sup>th</sup> Century, after a period of failed attempts at development and growth via several socioeconomic policy frameworks, many African states began to intensify their relations with international financial institutions (IFIs), such as the International Monetary Fund (IMF) and the World Bank (WB). This opening up to global markets bought in a period of neoliberalism. The AU's benefits have been limited and criticised for not adopting approaches to development that are in line with neoliberal thinking. The AU's rhetoric has been anti-western and it has been found wanting when dealing with liberal issues such as human rights, international law and democracy.

#### The America's

- Schneider identifies several constants in American conservatism: respect for tradition, support of republicanism, the rule of law and the Christian religion, and a defence of Western civilization from the challenges of modernist culture and totalitarian governments. NAFTA is a strictly intergovernmental body resisting supranational pressures, thereby maintaining the nation-state as the prime location of sovereignty. Mercosur has concentrated its efforts on the liberalization of trade and connecting the economies of South America.

#### Asia

- Research has shown that those who view Western ideals more favourably tend to support constitutional democracy, human rights, and free market reforms. ASEAN emphasis on state sovereignty means it has remained firmly intergovernmental and not supranational. China, Japan, India and South Korea have not joined ASEAN maintaining the nation-state as the prime sovereign body. SCO's formation has been focused on security measures in reaction to terrorism but also to the military strength of NATO and the US.

#### Europe

- German conservatism is often associated with Chancellor Angela Merkel, whose tenure has been marked by attempts to save the common European currency (euro) from demise. Conservative anxieties over the erosion of state sovereignty have limited the EU's capacity to act as a single entity in the global system.

Band	Marks	AO1	Marks	AO3
4	7-8	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of conservatism in global contexts.</li> <li>• Evidence/examples used are well chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	13-16	<ul style="list-style-type: none"> <li>• Thorough analysis and evaluation of the impact of conservatism on global politics.</li> <li>• Thorough discussion with well-developed and balanced arguments.</li> <li>• Structure is logical.</li> <li>• Writing demonstrates accurate grammar, punctuation and spelling.</li> <li>• An appropriate conclusion is reached based on evidence presented.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of conservatism in global contexts.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	9-12	<ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of the impact of conservatism on global politics.</li> <li>• Reasonable discussion with well-developed and balanced arguments.</li> <li>• Structure is mostly logical.</li> <li>• Writing demonstrates reasonably accurate grammar, punctuation and spelling.</li> <li>• A reasonable conclusion is reached based on evidence presented.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of conservatism in global contexts.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	5-8	<ul style="list-style-type: none"> <li>• Adequate analysis and evaluation of the impact of conservatism on global politics.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> </ul> <p>OR</p> <p>Reasonable discussion with only one side of the argument.</p> <ul style="list-style-type: none"> <li>• Structure is adequate.</li> <li>• Writing demonstrates some errors in grammar, punctuation and spelling.</li> <li>• An adequate conclusion is reached.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of conservatism in global contexts.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	1-4	<ul style="list-style-type: none"> <li>• Limited analysis and evaluation of the impact of conservatism on global politics.</li> <li>• Limited discussion.</li> <li>• Answer lacks structure.</li> <li>• Writing demonstrates many errors in grammar, punctuation and spelling.</li> <li>• No conclusion.</li> </ul>
	0	Response not creditworthy or not attempted.		

## Section C

### Question 6

**'Socialism is the most influential theory on Welsh politics.'** Evaluate this statement using your knowledge of political theories. **[40]**

#### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In evaluating this viewpoint in this extended piece of writing, candidates are expected to demonstrate the ability to analyse and evaluate the influence of Socialism on Welsh politics in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this candidates are required to give an answer which is focused on giving a balanced view of whether socialism has had the most influence. The response might consider issues such as:

#### Socialism:

- The Labour Party has historically been electorally dominant in Wales. Traditionally Labour in Wales has been influenced by left wing social democracy. South Wales' industrial history has formed Labour policy in Wales. NHS was based on the Tredegar model, 1984 Miner's Strike, comprehensive schooling as opposed to grammar schools. It has also influenced other parties: Plaid Cymru shifted to the left from its right wing beginnings; the Green Party has adopted socialist anthropocentric policies.

#### Liberalism:

- Modern liberalism has greatly influenced the Labour Party in Wales. Since devolution, Labour has seen its role as managing its responsibilities rather than changing society. Foreign investment has been sought, health authorities reorganised, education target driven, constitution altered. The Liberal Democrats have been able to hold government posts.

#### Conservatism:

- Devolution has reinvigorated the Conservative Party. They had no electoral representation in 1997 but thanks to PR they are now a political force. UKIP's rise shows the development of conservative populism. New Right economic policies have not been challenged and are deemed politically orthodox.

#### Nationalism:

- Nationalist ideas have been used by all positions on the left-right political spectrum. All variants of political, cultural and liberal nationalisms are to be found in Wales. Plaid Cymru is the most overtly Welsh nationalist but has been historically ambivalent about independence. The Labour and Liberal Democratic parties have been influenced by both British and Welsh nationalism. While the Conservative Party and UKIP have been more strongly influenced by British nationalism. Internationalism has had a weak influence with even the Greens being politically nationalist.

Band	Marks	AO1	Marks	AO2	Marks	AO3
4	10-12	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of political theories in Welsh politics.</li> <li>• Evidence/examples used are well chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	11-14	<ul style="list-style-type: none"> <li>• Thorough application of a range of political theories in Welsh politics.</li> <li>• Thorough interpretation of political information.</li> <li>• Thorough explanation of relevant similarities, differences and connections between the political theories.</li> </ul>	11-14	<ul style="list-style-type: none"> <li>• Thorough analysis and evaluation of the influence of political theories on Welsh politics.</li> <li>• Thorough discussion with well-developed and balanced arguments.</li> <li>• Structure is logical.</li> <li>• Writing demonstrates accurate grammar, punctuation and spelling.</li> <li>• An appropriate conclusion is reached based on evidence presented.</li> </ul>
3	7-9	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of political theories in Welsh politics.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	7-10	<ul style="list-style-type: none"> <li>• Reasonable application of a range of political theories in Welsh politics.</li> <li>• Reasonable interpretation of political information.</li> <li>• Reasonable explanation of relevant similarities, differences and connections.</li> </ul>	7-10	<ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of the influence of political theories on Welsh politics.</li> <li>• Reasonable discussion with well-developed and balanced arguments.</li> <li>• Structure is mostly logical.</li> <li>• Writing demonstrates reasonably accurate grammar, punctuation and spelling.</li> <li>• A reasonable conclusion is reached based on evidence presented.</li> </ul>
2	4-6	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of political theories in Welsh politics.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	4-6	<ul style="list-style-type: none"> <li>• Adequate application of a range of political theories in Welsh politics.</li> <li>• Adequate interpretation of political information.</li> <li>• Adequate explanation of relevant similarities, differences and connections.</li> </ul>	4-6	<ul style="list-style-type: none"> <li>• Adequate analysis and evaluation of the influence of political theories on Welsh politics.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> </ul> <p>OR</p> <ul style="list-style-type: none"> <li>• Reasonable discussion with only one side of the argument.</li> <li>• Structure is adequate.</li> <li>• Writing demonstrates some errors in grammar, punctuation and spelling.</li> <li>• An adequate conclusion is reached.</li> </ul>

1	1-3	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of political theories in Welsh politics.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	1-3	<ul style="list-style-type: none"> <li>• Limited application of political theories in Welsh politics.</li> <li>• Limited interpretation of political information.</li> <li>• Limited explanation of relevant similarities, differences and connections.</li> </ul>	1-3	<ul style="list-style-type: none"> <li>• Limited analysis and evaluation of the influence of political theories on Welsh politics.</li> <li>• Limited discussion.</li> <li>• Answer lacks structure.</li> <li>• Writing demonstrates many errors in grammar, punctuation and spelling.</li> <li>• No conclusion.</li> </ul>
	0	Response not creditworthy or not attempted.				



**A LEVEL GOVERNMENT AND POLITICS**

**UNIT 4**

**Government and politics of the USA**

**SAMPLE ASSESSMENT MATERIALS**

**2 hours 30 minutes**

**ADDITIONAL MATERIALS**

In addition to this examination paper, you will need a 16 page answer book.

**INSTRUCTIONS TO CANDIDATES**

**Section A:** Answer **both** questions.

**Section B:** Answer **two** questions from either questions 3, 4 **or** 5.

**Section C:** Answer the question.

Write your answers in the separate answer book provided.

Use black ink or black ball-point pen.

**INFORMATION FOR CANDIDATES**

The number of marks is given in brackets at the end of each question or part-question.

The quality of your written communication, including appropriate use of punctuation and grammar, will be assessed in questions 3, 4, 5 and 6.

### Section A

*In Section A, you must answer **both** questions 1 and 2.*

*In your answer credit will be given for accurate knowledge and understanding, and also your ability to interpret and apply political information.*

1. Assess the impact of the institution of the Electoral College on a presidential election campaign. [16]
2. The Bill of Rights states that: “the right of the people to keep and bear arms shall not be infringed” (2<sup>nd</sup> amendment). Outline the arguments for and against the repeal of this amendment as a way of controlling gun ownership in the United States. [16]

### Section B

*In Section B, you must answer **two** questions.*

*In your answer credit will be given for accurate knowledge and understanding, and also your ability to analyse and evaluate.*

3. 'It is far easier for members of Congress to block legislation than it is for them to pass it.' Discuss this view. [24]
4. Evaluate how any **two** Supreme Court decisions you have studied have impacted on American society. [24]
5. 'Constitutional checks and balances have become ineffective in containing presidential power'. Discuss this view. [24]

### Section C

*In your answer credit will be given for accurate knowledge and understanding, your ability to interpret and apply political information and your ability to analyse and evaluate.*

6. Evaluate the view that twenty-first century United States is not a democracy. [40]

## **UNIT 4: Government and politics of the USA**

### **Mark Scheme**

#### **Marking guidance for examiners**

##### **Summary of assessment objectives for Unit 4**

The questions in Section A assess both AO1 and AO2. The questions in Section B assess both AO1 and AO3. The question in Section C assesses all three assessment objectives. The assessment objectives focus on the ability to demonstrate knowledge and understanding of relevant institutions, processes, political concepts, theories and issues (AO1); the ability to interpret and apply political information to identify and explain relevant similarities, differences, and connections (AO2), and the ability to analyse and evaluate the areas of government and politics studied to construct arguments, make substantiated judgements and draw conclusions (AO3).

##### **The structure of the mark scheme**

The mark scheme for each question has two parts:

- Advice outlining indicative content which can be used to assess the quality of the specific response. The content is not prescriptive and candidates are not expected to mention all the material referred to. Examiners should seek to credit any further admissible evidence offered by the candidates.
- An assessment grid advising bands and associated marks that should be allocated to responses which demonstrate the characteristics needed in AO1, AO2 and AO3.

##### **Deciding on the mark awarded within a band**

- The first stage for an examiner is to use both the indicative content and the assessment grid to decide the overall band.
- The second stage is to decide how firmly the characteristics expected for that band are displayed.
- Thirdly a final mark for the question can then be awarded.

##### **Organisation and communication**

This issue should have bearing if the standard of organisation and communication is inconsistent with the descriptor for the band in which the answer falls. In this situation, examiners may decide not to award the highest mark in the band.

##### **Level Descriptors**

Using 'best-fit', decide first which set of level descriptors best describes the overall quality of the answer. The following grid should inform your decision as to which band the answer belongs:

	AO1	AO2	AO3
<b>Thorough</b>	<ul style="list-style-type: none"> <li>• Aware of a wide range of detailed and accurate knowledge.</li> <li>• Demonstrates fully developed understanding that shows relevance to the demands of the question.</li> <li>• Evidence/examples are well chosen.</li> <li>• Precision in the use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding is consistently applied to the context of the question.</li> <li>• Is able to form a clear, developed and convincing interpretation of evidence that is fully accurate.</li> <li>• Is able to fully identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are used in a consistently appropriate and effective way.</li> <li>• An effective and balanced argument is constructed.</li> <li>• Detailed and substantiated evaluation that offers secure judgements leading to rational conclusions.</li> </ul>
<b>Reasonable</b>	<ul style="list-style-type: none"> <li>• Has a range of detailed and accurate knowledge.</li> <li>• Demonstrates well developed understanding that is relevant to the demands of the question.</li> <li>• Evidence/examples are appropriate.</li> <li>• Generally precise in the use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding is mainly applied to the context of the question.</li> <li>• Is able to form a clear and developed interpretation of evidence that is mostly accurate.</li> <li>• Is partially able to identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are mostly used in a suitable way and with a good level of competence and precision.</li> <li>• An accurate and balanced argument is constructed.</li> <li>• Detailed evaluation that offers generally secure judgements, with some link between rational conclusions and evidence.</li> </ul>
<b>Adequate</b>	<ul style="list-style-type: none"> <li>• Shows some accurate knowledge.</li> <li>• Demonstrates partial understanding that is relevant to the demands of the question.</li> <li>• Evidence/examples are not always relevant.</li> <li>• Some use of appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding is partially applied to the context of the question.</li> <li>• Is able to form a sound interpretation of evidence that shows some accuracy.</li> <li>• Makes some attempt to identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are used in a suitable way with a sound level of competence but may lack precision.</li> <li>• An imbalanced argument is constructed.</li> <li>• Sound evaluation that offers generalised judgements and conclusions, with limited use of evidence.</li> </ul>
<b>Limited</b>	<ul style="list-style-type: none"> <li>• Limited knowledge with some relevance to the topic or question.</li> <li>• Little or no development seen.</li> <li>• Evidence/examples are not made relevant.</li> <li>• Very little or no use of terminology.</li> </ul>	<ul style="list-style-type: none"> <li>• Knowledge and understanding is applied in a weak manner to the context of the question.</li> <li>• Can only form a simple interpretation of evidence, if at all, with very limited accuracy.</li> <li>• Makes weak attempt to identify and explain similarities, differences and connections where relevant.</li> </ul>	<ul style="list-style-type: none"> <li>• Analysis and evaluation skills are used with limited competence.</li> <li>• Unsupported evaluation that offers simple or no conclusions.</li> </ul>

**Section A****Question 1**

**Assess the impact of the institution of the Electoral College on a presidential election campaign.** [16]

**Indicative content**

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In examining the connections between the structure of the Electoral College and campaigning strategies, candidates are expected to demonstrate the ability to identify and explain how this particular electoral system structures the dynamics of presidential election campaigning. In demonstrating this candidates are required to give an answer which is focused on how campaigns seek to build a coalition of states in order to win a majority of Electoral College votes. The response might consider issues such as:

- How a state's representation in Congress determines the number of Electoral College votes allocated to it.
- How the "winner takes all" system operates in all the states (except Nebraska and Maine), whereby gaining a plurality of votes in a state is sufficient for a candidate to gain all that state's Electoral College votes, leads candidates to focus their attention on so called "battleground states".
- The need to put together a coalition of states in order to achieve the necessary 270 Electoral College votes to be elected.
- The focus on the key "battleground states" and the demographic groups within them at the expense of those states seen as "safe" for either Democrats or Republicans. Examples of "battleground states" may change over time but at present include Florida (the growing significance of the Latino vote), North Carolina (the black vote) and the "rustbelt states" of Michigan, Pennsylvania and Wisconsin (the white working class vote).
- The impact of: the distribution of resources; coalition building; and the problem of unanticipated consequences.
- Campaigning and resource allocation in "battleground" states: media markets and TV advertising. The tendency for turnout to be higher in those states where candidates devote most of their time, as well as their advertising and "get out the vote" (gotv) efforts.
- How the Electoral College can "misfire": a candidate may lose the popular vote nationwide while winning the Electoral College by achieving slender margins of victory in "battleground" states. Recent examples include George W. Bush v. Al Gore in 2000 and Donald Trump v. Hillary Clinton in 2016.
- Selecting Vice-Presidential candidates from politically strategic states.
- Examples of winning and losing campaign strategies taken from recent presidential elections.
- Any other relevant material.

<b>Band</b>	<b>Marks</b>	<b>AO1</b>	<b>Marks</b>	<b>AO2</b>
<b>4</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the Electoral College and a presidential campaign.</li> <li>• Evidence/examples used are well-chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Thorough application of political knowledge of the Electoral College to the impact on a presidential campaign.</li> <li>• Thorough interpretation of political information.</li> <li>• Thorough explanation of relevant similarities, differences and connections.</li> </ul>
<b>3</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the Electoral College and a presidential campaign.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Reasonable application of political knowledge of the Electoral College to the impact on a presidential campaign.</li> <li>• Reasonable interpretation of political information.</li> <li>• Reasonable explanation of relevant similarities, differences and connections.</li> </ul>
<b>2</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of the Electoral College and a presidential campaign.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Adequate application of political knowledge of the Electoral College to the impact on a presidential campaign.</li> <li>• Adequate interpretation of political information.</li> <li>• Adequate explanation of relevant similarities, differences and connections.</li> </ul>
<b>1</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the Electoral College and a presidential campaign.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Limited application of political knowledge of the Electoral College to the impact on a presidential campaign.</li> <li>• Limited interpretation of political information.</li> <li>• Limited explanation of relevant similarities, differences and connections.</li> </ul>
	<b>0</b>	Response not creditworthy or not attempted.		

## Question 2

**The Bill of Rights states that: “the right of the people to keep and bear arms shall not be infringed” (2<sup>nd</sup> amendment). Outline the arguments for and against the repeal of this amendment as a way of controlling gun ownership in the United States. [16]**

### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In examining the controversy surrounding the issue of gun ownership in the US candidates are expected to demonstrate the ability to identify the process by which the Constitution can be amended and explain the arguments for and against the repeal of the second amendment as a way to control gun ownership. In demonstrating this candidates are required to give an answer which is focused on the views of advocacy groups on both sides of the gun control debate. The response might consider issues such as:

- The reluctance to alter the first ten constitutional amendments that make up the Bill of Rights.
- The process of constitutional amendment and the difficulty of achieving it: reference may be made to the need for a two-thirds majority in Congress or among the states to approve an amendment which then has to be ratified by three quarters of the states.
- While changing the Constitution and repealing an Amendment has happened in the past with the repeal of the Eighteenth Amendment (Prohibition) in the Twenty-first Amendment, there would be a need to satisfy all of the requirements of Article V in the Constitution.
- The Second Amendment is just as much a protected right as all the other rights that make up the Bill of Rights (and those rights protected in other amendments to the Constitution). Why should it be the particular target for repeal?
- Arguments surrounding the continuing relevance of the second amendment: the right to bear arms as an absolute right or contingent on the need for a “well-regulated militia”. The argument that the amendment does not guarantee the individual’s rights of gun ownership but rather the collective right of the states to maintain militias.
- The views of advocacy groups supporting the preservation of the second amendment and in particular the NRA. The significance of the NRA as a lobby group: its electoral support for gun rights candidates and opposition to gun control candidates.
- The views of gun control advocacy groups (e.g. the Brady Campaign to Prevent Gun Violence) on repeal of the second amendment.
- Supreme Court decisions: e.g. District of Columbia v. Heller (2008) that impact on interpretations of the second amendment. State laws extending right to carry concealed weapons: e.g. Texas “campus carry” law.
- Proposals to control guns without the necessity of repealing the second amendment.
- Any other relevant material.

<b>Band</b>	<b>Marks</b>	<b>AO1</b>	<b>Marks</b>	<b>AO2</b>
<b>4</b>	<b>4</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the Bill of Rights and the debate of gun ownership.</li> <li>• Evidence/examples used are well-chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Thorough application of the connection of the Bill of Rights with the debate of gun ownership.</li> <li>• Thorough interpretation of political information.</li> <li>• Detailed explanation of relevant similarities, differences and connections.</li> </ul>
<b>3</b>	<b>3</b>	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the Bill of Rights and the contemporary debate of gun ownership.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Reasonable application of the connection of the Bill of Rights with the debate of gun ownership.</li> <li>• Reasonable interpretation of political information.</li> <li>• Reasonable explanation of relevant similarities, differences and connections.</li> </ul>
<b>2</b>	<b>2</b>	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of the Bill of Rights and the debate of gun ownership.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Adequate application of the connection of the Bill of Rights with the debate of gun ownership.</li> <li>• Adequate interpretation of political information.</li> <li>• Adequate explanation of relevant similarities, differences and connections.</li> </ul>
<b>1</b>	<b>1</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the Bill of Rights and the debate of gun ownership.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Limited application of the connection of the Bill of Rights with the debate of gun ownership.</li> <li>• Limited interpretation of political information.</li> <li>• Limited explanation of relevant similarities, differences and connections.</li> </ul>
	<b>0</b>	Response not creditworthy or not attempted.		

## Section B

### Question 3

**'It is far easier for members of Congress to block legislation than it is for them to pass it.'** Discuss this view. [24]

#### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In examining how the legislative process in Congress works candidates are expected to demonstrate the ability to analyse and evaluate the reasons why laws are obstructed rather than passed, to construct relevant arguments, to make substantiated judgements and to draw conclusions. In demonstrating this candidates are required to give an answer that is focused on why Congress has difficulty functioning as an effective legislative force within the US political system. The response might consider issues such as:

- Carr (1974) 'Cards are stacked against action by Congress. Those who seek action in Congress face a far more difficult task than those who purpose is negative'
- "Gridlock: either as a result of a divided Congress (different parties control the House of Representatives and the Senate) or a divided government (different parties control the legislature and the executive).
- The political polarisation within Congress and the lack of bi-partisan co-operation in the House of Representatives and the Senate. The growth of factions within parties (e.g. Tea Party influence within the Republican party) and congressional caucuses that pursue distinct legislative objectives.
- The lack of strict party discipline within Congress. Party discipline in Congress is weak so members do not toe the party line and it is harder to pass bills. Most members are mindful of folds back home or special interests. This led to the Clinton healthcare bill defeat in 1994 even though the Congress was Democrat. Influences on members of Congress that make party majorities unreliable (e.g. special interests and electoral considerations, particularly in House of Representatives due to two year electoral cycle). The difficulty of building majority coalitions on controversial issues.
- The complexity of the legislative process: introduction by a member of Congress, referral to committees and back to the House or Senate, floor debates and vote, conference committee of the House and Senate to reconcile different versions of a bill.
- Obstacles to legislation: e.g. the use of the filibuster (Senate), the need for 'super majorities' to override presidential vetoes.
- Decentralisation of power: the role of standing committees and their chairs in influencing the passage of legislation.
- Any other relevant material.

Band	Marks	AO1	Marks	AO3
4	7-8	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of Congress and the executive and judicial branches of government.</li> <li>• Evidence/examples used are well chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	13-16	<ul style="list-style-type: none"> <li>• Thorough analysis and evaluation of the comparison between the power of Congress and the executive and judicial branches of government.</li> <li>• Thorough discussion with well-developed and balanced arguments.</li> <li>• Structure is logical.</li> <li>• Writing demonstrates accurate grammar, punctuation and spelling.</li> <li>• An appropriate conclusion is reached based on evidence presented.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of Congress and the executive and judicial branches of government.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	9-12	<ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of the difference between the power of Congress and the executive and judicial branches of government.</li> <li>• Reasonable discussion with well-developed and balanced arguments.</li> <li>• Structure is mostly logical.</li> <li>• Writing demonstrates reasonably accurate grammar, punctuation and spelling.</li> <li>• A reasonable conclusion is reached based on evidence presented.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of Congress and the executive and judicial branches of government.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	5-8	<ul style="list-style-type: none"> <li>• Adequate analysis and evaluation of the difference between the power of Congress and the executive and judicial branches of government.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> </ul> <p>OR</p> <p>Reasonable discussion with only one side of the argument.</p> <ul style="list-style-type: none"> <li>• Structure is adequate.</li> <li>• Writing demonstrates some errors in grammar, punctuation and spelling.</li> <li>• An adequate conclusion is reached.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of Congress and the executive and judicial branches of government.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	1-4	<ul style="list-style-type: none"> <li>• Limited analysis and evaluation of the difference between the power of Congress and the executive and judicial branches of government.</li> <li>• Limited discussion.</li> <li>• Answer lacks structure.</li> <li>• Writing demonstrates many errors in grammar, punctuation and spelling.</li> <li>• No conclusion.</li> </ul>
	0	Response not creditworthy or not attempted.		

**Question 4**

**Evaluate how any two Supreme Court decisions you have studied have impacted on American society.** [24]

**Indicative content**

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In discussing their selected key Supreme Court cases candidates are expected to demonstrate the ability to analyse and evaluate how these decisions influenced political and social attitudes within the United States, to construct arguments, to make substantiated judgements and to draw conclusions. In demonstrating this candidates are required to give an answer which is focused on the ways in which relevant Supreme Court decisions have impacted on American politics and society through advancing minority rights. The response might consider issues such as:

- How the Supreme Court decides to hear a case: they must fall within federal court jurisdiction or involve an issue of federal law. The Supreme Court as the final court of appeal after cases have been heard in the lower courts. The Court may also decide on controversial cases: e.g. US v. Nixon (1974) or Bush v. Gore (2000).
- The Court's role in protecting and promoting the rights of minorities. Its function within the system of "separated institutions sharing powers": a check and a balance to the potential "tyranny of the majority" that may influence the policies adopted by the executive and legislature in response to electoral considerations.
- How presidential appointments to the Supreme Court may influence its decisions.
- The significance of key decisions impacting on issues of race, gender and sexuality: e.g. civil rights in Brown v. Board of Education (1954), reproductive rights in Roe v. Wade (1973) and same sex marriage in Obergefell v. Hodges (2015).
- Marbury v. Madison (1803) - the late chief justice William Rehnquist hailed it as "the most significant single contribution the United States has made to the art of government".
- McCulloch v. Maryland (1819) proved to be an extremely important Supreme Court case which impacted on how the laws and the Constitution of the United States are applied. It established certain principles for interpretation of Constitutional law, specifically dealing with the powers of Congress.
- The ability/inability of the Court to enforce its decisions. The impact of the Court's decisions and the acceptance or rejection of them by individuals, interest groups and elected representatives at state and federal levels.
- The extent to which political and social attitudes have changed as a result of legal decisions.
- Any other relevant material.

Band	Marks	AO1	Marks	AO3
4	7-8	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of two Supreme Court decisions.</li> <li>• Evidence/examples used are well chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	13-16	<ul style="list-style-type: none"> <li>• Thorough analysis and evaluation of the impact of two Supreme Court decisions on American society.</li> <li>• Thorough discussion with well-developed and balanced arguments.</li> <li>• Structure is logical.</li> <li>• Writing demonstrates accurate grammar, punctuation and spelling.</li> <li>• An appropriate conclusion is reached based on evidence presented.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of two Supreme Court decisions.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	9-12	<ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of the impact of two Supreme Court decisions on American society.</li> <li>• Reasonable discussion with well-developed and balanced arguments.</li> <li>• Structure is mostly logical.</li> <li>• Writing demonstrates reasonably accurate grammar, punctuation and spelling.</li> <li>• A reasonable conclusion is reached based on evidence presented.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of two Supreme Court decisions.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	5-8	<ul style="list-style-type: none"> <li>• Adequate analysis and evaluation of the impact of two Supreme Court decisions on American society.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> </ul> <p>OR</p> <p>Reasonable discussion with only one side of the argument.</p> <ul style="list-style-type: none"> <li>• Structure is adequate.</li> <li>• Writing demonstrates some errors in grammar, punctuation and spelling.</li> <li>• An adequate conclusion is reached.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of two Supreme Court decisions.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	1-4	<ul style="list-style-type: none"> <li>• Limited analysis and evaluation of the impact of two Supreme Court decisions on American society.</li> <li>• Limited discussion.</li> <li>• Answer lacks structure.</li> <li>• Writing demonstrates many errors in grammar, punctuation and spelling.</li> <li>• No conclusion.</li> </ul>
	0	Response not creditworthy or not attempted.		

**Question 5**

**“Constitutional checks and balances have become ineffective in containing presidential power.” Discuss this view. [24]**

**Indicative content**

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In discussing the issues surrounding the exercise of presidential power candidates are expected to demonstrate the ability to analyse and evaluate contemporary debates concerning its use and potential abuse, to construct arguments, to make substantiated judgements and to draw conclusions. In demonstrating this candidates are required to give an answer which is focused on the development of presidential power since the administration of Franklin Roosevelt, discussing the circumstances in which constitutional checks and balances have been considered inadequate in restraining its use. The response might consider issues such as:

- The development of presidential power from FDR onwards: the significance of the Executive Office of President (EOP) as a political resource independent of the cabinet. Rivalries between the EOP and members of Cabinet: e.g. National Security Council and Department of Defence/State Department, Council of Economic Advisers and Department of the Treasury.
- The “imperial” conception of the presidency: congressional deference to the executive at times of perceived threats to national security, e.g. Cold War. The potential for the president to abuse power and act unconstitutionally.
- The collapse of the “imperial presidencies” of Lyndon Johnson and Richard Nixon and the reassertion of Congressional power following Vietnam and Watergate: e.g. War Powers Act, Impoundment Control Act.
- The “unitary presidency” under George W. Bush: the re-assertion of presidential power during the “War on Terror”.
- Examples of congressional use of power to override presidential vetoes and Supreme Court’s use of judicial review as checks on presidential power. The Senate’s role in confirming presidential nominations to the Supreme Court and ratifying treaties.
- The presidency as the only nationally elected political office: the power of the “bully pulpit” in influencing public opinion.
- Presidential popularity and approval ratings as sources of power.
- Any other relevant material.

Band	Marks	AO1	Marks	AO3
4	7-8	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of constitutional checks and balances.</li> <li>• Evidence/examples used are well chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	13-16	<ul style="list-style-type: none"> <li>• Thorough analysis and evaluation of the effectiveness of constitutional checks and balances in containing presidential power.</li> <li>• Thorough discussion with well-developed and balanced arguments.</li> <li>• Structure is logical.</li> <li>• Writing demonstrates accurate grammar, punctuation and spelling.</li> <li>• An appropriate conclusion is reached based on evidence presented.</li> </ul>
3	5-6	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of constitutional checks and balances.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	9-12	<ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of the difference between the impact of the effectiveness of constitutional checks and balances in containing presidential power.</li> <li>• Reasonable discussion with well-developed and balanced arguments.</li> <li>• Structure is mostly logical.</li> <li>• Writing demonstrates reasonably accurate grammar, punctuation and spelling.</li> <li>• A reasonable conclusion is reached based on evidence presented.</li> </ul>
2	3-4	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of constitutional checks and balances.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	5-8	<ul style="list-style-type: none"> <li>• Adequate analysis and evaluation of the effectiveness of constitutional checks and balances in containing presidential power.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> </ul> <p>OR</p> <p>Reasonable discussion with only one side of the argument.</p> <ul style="list-style-type: none"> <li>• Structure is adequate.</li> <li>• Writing demonstrates some errors in grammar, punctuation and spelling.</li> <li>• An adequate conclusion is reached.</li> </ul>
1	1-2	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of constitutional checks and balances.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	1-4	<ul style="list-style-type: none"> <li>• Limited analysis and evaluation of the difference between the effectiveness of constitutional checks and balances in containing presidential power.</li> <li>• Limited discussion.</li> <li>• Answer lacks structure.</li> <li>• Writing demonstrates many errors in grammar, punctuation and spelling.</li> <li>• No conclusion.</li> </ul>
	0	Response not creditworthy or not attempted.		

## Section C

### Question 6

**Evaluate the view that twenty-first century United States is not a democracy. [40]**

#### Indicative content

*NOTE: The content is not prescriptive and candidates are not expected to mention all the material mentioned below. Each answer will be assessed on its merits according to the assessment grid and the indicative content. Examiners should seek to credit any further admissible evidence offered by candidates.*

In evaluating this viewpoint in this extended piece of writing, candidates are expected to demonstrate the ability to analyse and evaluate the ideas and ideals underpinning US democracy, to construct arguments, to make substantiated judgements and to draw conclusions. In demonstrating this candidates are required to give an answer which is focused on interpretations of American democracy in its political, economic and social context. The response might consider issues such as:

- The Founder's conception of democracy: Republican government with limited powers, preserving individual liberty within an equal society.
- Preserving individual liberty within an equal society.
- The gradual and progressive extension of political and civil rights in the shaping of America's contemporary multi-cultural society.
- Issues relating to the development of America's capitalist economy and its impact upon economic equality and the distribution of wealth.
- "Wall Street" v. "Main Street": the influence of corporations and financial institutions on the democratic process.
- Money and elections: the failure of campaign finance reform and the impact of the Supreme Court decision in Citizens United v. Federal Election Commission (2010).
- Globalisation and its impact on America's democratic society. Reactions against growing disparities of wealth, de-industrialisation and threats to economic security: mistrust of the "political establishment", federal government and democratic institutions.
- The influence of new technologies and social media in the rise of populism, nativism and the retreat from global engagement (e.g. "America First" and the election of Donald Trump in 2016).
- The influence of money in determining the outcome of elections.
- Any other relevant material.

<b>Band</b>	<b>Marks</b>	<b>AO1</b>	<b>Marks</b>	<b>AO2</b>	<b>Marks</b>	<b>AO3</b>
<b>4</b>	<b>10-12</b>	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the ideas and ideals underpinning US democracy.</li> <li>• Evidence/examples used are well chosen.</li> <li>• Depth and range to material used.</li> <li>• Effective use of terminology.</li> </ul>	<b>11-14</b>	<ul style="list-style-type: none"> <li>• Thorough application of political knowledge of democracy to modern USA.</li> <li>• Thorough interpretation of political information.</li> <li>• Thorough explanation of relevant similarities, differences and connections between the political theories.</li> </ul>	<b>11-14</b>	<ul style="list-style-type: none"> <li>• Thorough analysis and evaluation of the influence of contemporary US democracy in its political, social and economic contexts.</li> <li>• Thorough discussion with well-developed and balanced arguments.</li> <li>• Structure is logical.</li> <li>• Writing demonstrates accurate grammar, punctuation and spelling.</li> <li>• An appropriate conclusion is reached based on evidence presented.</li> </ul>
<b>3</b>	<b>7-9</b>	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the ideas and ideals underpinning US democracy.</li> <li>• Evidence/examples used are appropriate.</li> <li>• Depth and range to material used, but not in equal measure.</li> <li>• Good use of terminology.</li> </ul>	<b>7-10</b>	<ul style="list-style-type: none"> <li>• Reasonable application of political knowledge of democracy to modern USA.</li> <li>• Reasonable interpretation of political information.</li> <li>• Reasonable explanation of relevant similarities, differences and connections.</li> </ul>	<b>7-10</b>	<ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of the influence of contemporary US democracy in its political, social and economic contexts.</li> <li>• Reasonable discussion with well-developed and balanced arguments.</li> <li>• Structure is mostly logical.</li> <li>• Writing demonstrates reasonably accurate grammar, punctuation and spelling.</li> <li>• A reasonable conclusion is reached based on evidence presented.</li> </ul>
<b>2</b>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of the ideas and ideals underpinning US democracy.</li> <li>• Evidence/examples used are not always relevant.</li> <li>• Depth or range to material used.</li> <li>• Some appropriate use of terminology.</li> </ul>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Adequate application of political knowledge of democracy to modern USA.</li> <li>• Adequate interpretation of political information.</li> <li>• Adequate explanation of relevant similarities, differences and connections.</li> </ul>	<b>4-6</b>	<ul style="list-style-type: none"> <li>• Adequate analysis and evaluation of the influence of contemporary US democracy in its political, social and economic contexts.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> <li>OR</li> <li>Reasonable discussion with only one side of the argument.</li> <li>• Structure is adequate.</li> <li>• Writing demonstrates some errors in grammar, punctuation and spelling.</li> <li>• An adequate conclusion is reached.</li> </ul>

<b>1</b>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the ideas and ideals underpinning US democracy.</li> <li>• Evidence/examples used are not made relevant.</li> <li>• Very little use of terminology.</li> </ul>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Limited application of political knowledge of democracy to modern USA.</li> <li>• Limited interpretation of political information.</li> <li>• Limited explanation of relevant similarities, differences and connections.</li> </ul>	<b>1-3</b>	<ul style="list-style-type: none"> <li>• Limited analysis and evaluation of contemporary US democracy in its political, social and economic contexts.</li> <li>• Limited discussion.</li> <li>• Answer lacks structure.</li> <li>• Writing demonstrates many errors in grammar, punctuation and spelling.</li> <li>• No conclusion.</li> </ul>
	<b>0</b>	Response not creditworthy or not attempted.				