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# **GCE AS MARKING SCHEME**

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**SUMMER 2023**

**AS  
GOVERNMENT & POLITICS – UNIT 2  
2160U20-1**

## **INTRODUCTION**

This marking scheme was used by WJEC for the 2023 examination. It was finalised after detailed discussion at examiners' conferences by all the examiners involved in the assessment. The conference was held shortly after the paper was taken so that reference could be made to the full range of candidates' responses, with photocopied scripts forming the basis of discussion. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners.

It is hoped that this information will be of assistance to centres but it is recognised at the same time that, without the benefit of participation in the examiners' conference, teachers may have different views on certain matters of detail or interpretation.

WJEC regrets that it cannot enter into any discussion or correspondence about this marking scheme.

## **GCE GOVERNMENT & POLITICS**

### **UNIT 2 - LIVING AND PARTICIPATING IN A DEMOCRACY**

#### **SUMMER 2023 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.)

	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<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 pluralism.

[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 the pluralism, candidates are expected to demonstrate knowledge and understanding of the part it plays the governance of the United Kingdom. In demonstrating this knowledge and understanding candidates are required to give an answer which is focused on describing the features of pluralism.

The response might consider features such as:

- Pluralism is a theory of the distribution of political power that states that power is widely and evenly dispersed in society, rather than concentrated in the hands of an elite or ruling class.
- Pluralism means the recognition and affirmation of diversity within a political body, which permits the peaceful coexistence of different interests, convictions and lifestyles.
- Pluralism allows a wide range of groups, interests, beliefs, political parties and ideologies to compete for attention and influence, e.g. Pressure groups.
- Pluralism allows different groups to operate freely, to be tolerated and protected from discrimination (provided they do not break the law, threaten security, commit crime, incite or adopt racist ideas).
- Pluralism strengthens democracy by allowing participation at all levels in the political process.
- Any other relevant information.

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

## Question 2

Using examples, outline the main features of the rights of minorities.

[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 the principles that underpin the rights of minorities, candidates are expected to demonstrate knowledge and understanding of the part they play in the governance of the United Kingdom. In demonstrating this knowledge and understanding candidates are required to give an answer which is focused on outlining the principles that underpin the rights of minorities.

The response might consider features such as:

- Minority rights are rules and laws designed to protect members of non-dominant groups.
- Minority rights are rules and laws designed to meet the distinctive need of non-dominant groups, whilst also remaining minority specific.
- Minority rights exist independently of universal rights.
- Minority rights are enacted to ensure an equal voice for minorities in government and society.
- Minority rights allow each group to maintain an individual identity, e.g. freedom to speak a native language.
- Minority rights emerging due to action taken by pressure groups, protest politics and then given in legislation.
- Any other relevant information.

Band	Marks	AO1
3	5-6	Thorough knowledge and understanding of the main features of the rights of minorities using a range of relevant evidence/examples.
2	3-4	Reasonable knowledge and understanding of the main features of the rights of minorities, with some use of evidence/examples.
1	1-2	Limited knowledge and understanding of the main features of the rights of minorities, with limited evidence/examples.
	0	Response not creditworthy or not attempted.

## Section B

### Question 3

Read the extract below and answer the question that follows.

Extract A

#### Referendums

Britain is resorting to an increasing use of referendums. They have been used regarding the relationship between the United Kingdom and Northern Ireland, Scotland and Wales. They have also been used regarding Britain's relationship with the European Union. Britain's referendums have focused on seeking legitimacy for constitutional change, but in other countries they have been used to resolve moral issues. Some people support referendums as a means of achieving direct democracy. Opponents of referendums argue that they undermine democracy by creating two opposing polarised camps which prevents compromise. Also, many argue that the turnout at referendums tends to be lower than at elections, meaning that major decisions could be based on a narrow view.

[Extract adapted from Bill Coxall and Lynton Robins (3<sup>rd</sup> edition 1998)  
*Contemporary British Politics* P.145-6]

Using Extract A as well as your own knowledge, explain the differences between a referendum and an election.

[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 explaining the differences between a referendum and a general election, candidates are expected to demonstrate the ability to interpret and apply political information of the differences between them. In demonstrating this, candidates are required to give an answer which is focused on any relevant connections between the two.

The response might consider issues such as:

- A referendum is a vote by which the electorate can express a view on a particular issue whereas an election is a vote by which the electorate choose who fills a representative post in parliament.
- A referendum is based on an issue which is given to the people for a popular vote whereas an election is based around political party ideology, policies and manifestos.
- A referendum can be advisory or mandatory whereas an election is about the formation of government or governmental body.
- A referendum is a vote based on a yes/no response meaning that each vote contributes to the outcome whereas in an election many votes do not count towards the outcome.
- Referendums are held with the permission of the government or Parliament, whereas in the UK elections have to be held by law at set times.
- A referendum is based on one voting system whereas elections may be held using a variety of voting systems.
- Referendums are seen as deriving from direct democracy whereas elections are seen as an integral component in representative democracy.
- 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 a referendum and an election.</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 of a referendum and an election.</li> <li>• Thorough explanation of relevant differences between a referendum and an election.</li> </ul>
<b>3</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of a referendum and an election.</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 of a referendum and an election.</li> <li>• Reasonable explanation of relevant differences between a referendum and an election.</li> </ul>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of a referendum and an election.</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 of a referendum and an election.</li> <li>• Adequate explanation of relevant differences between a referendum and an election.</li> </ul>
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of a referendum and an election.</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 of a referendum and an election.</li> <li>• Limited explanation of relevant differences between a referendum and an election.</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

#### The appeal of smaller parties

The range of political parties keen to enter the political fray and hold political office add a richness and depth to politics that has an impact on democracy and representation.

This goes beyond the limited success they achieve at the ballot box – locally and nationally.

The existence and activities of smaller parties at Westminster and outside Westminster do offer alternative opportunities for citizen engagement and participation, despite lack of success in UK Parliament elections. Smaller parties can act to stimulate political opinion and activity that may be focused on a more precise set of political objectives than those of larger UK parties (Conservatives, Labour and the Liberal Democrats). Smaller parties are often recognised for their focus on a specific political agenda and set of objectives.

[Extract adapted from Colin Copus, Alistair Clark, Herwig Reynaert, Kristof Steyvers, 'Minor Party and Independent Politics beyond the Mainstream: Fluctuating Fortunes but a Permanent Presence', *Parliamentary Affairs*, Volume 62, Issue 1, January 2009, Pages 4–18, <https://doi.org/10.1093/pa/gsn035>]

Using Extract B as well as your own knowledge, compare and contrast the ideologies and platforms of smaller political parties with the main political parties in Wales and 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 and contrasting the role of smaller political parties with main political parties candidates are expected to demonstrate the ability to interpret and apply political information of 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.

The response might consider issues such as:

- Smaller political parties put forward candidates for election as do main political parties, therefore, both offer the electorate a choice.
- Smaller political parties and independent politicians serve to fill a gap in political representation.
- Smaller political parties may thrive on the popular appeal of a charismatic leadership and on its ability to develop policy-platforms that reflect popular—or populist—concerns.
- Main political parties have been criticised for focusing their activities on office-seeking and holding office. They appear to place a premium on these activities over representing citizens.
- 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 role of minor and major political parties.</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 of the role of minor and major political parties.</li> <li>• Thorough explanation of relevant similarities, difference and connections between minor and major political parties.</li> </ul>
<b>3</b>	<b>5-6</b>	<ul style="list-style-type: none"> <li>• Reasonable knowledge and understanding of the role of minor and major political parties.</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 of the role of minor and major political parties.</li> <li>• Reasonable explanation of relevant similarities, differences and connections between minor and major political parties.</li> </ul>
<b>2</b>	<b>3-4</b>	<ul style="list-style-type: none"> <li>• Adequate knowledge and understanding of the role of minor and major political parties.</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 of the role of minor and major political parties.</li> <li>• Adequate explanation of relevant similarities, differences and connections minor and major political parties.</li> </ul>
<b>1</b>	<b>1-2</b>	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of the role of minor and major political parties.</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 of the role of minor and major political parties.</li> <li>• Limited explanation of relevant similarities, differences and connections between minor and major political parties.</li> </ul>
	<b>0</b>	Response not creditworthy or not attempted.		

## Section C

### Question 5

Assess whether the influence of the media is more important than other factors in explaining voting behaviour 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 voting behaviour, candidates are expected to demonstrate the ability to analyse and evaluate relevant evidence to 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 the influence of the media is important in voting behaviour might include:

- Newspapers, magazines, television and radio influence voting behaviour. The media is the means whereby voters form opinions on the ability of political leaders and whether the Government is doing a good job or not.
- People tend to buy the same newspaper regularly, often for reasons other than its political stance, but they may well be influenced by its editorial opinions.
- It is assumed that radio and television coverage of political issues is impartial. But, despite professional reporting, sometimes the natural inclinations of individuals can seem to come out during an interview. All party leaders have at some time complained about the BBC, which suggests that it is not impartial in its coverage.
- There is also seen to be a danger that the ownership of the media is being concentrated in too few hands. News International, owned by Rupert Murdoch, controls a large number of news and media organisations and this can influence voter behaviour.
- The Internet now plays an important role in influencing voters. Like newspapers, websites are allowed to show bias. Politicians and political parties are keen to use websites, blogs, wikis, podcasts or having listings on social networking websites like Facebook and Twitter as a way of reaching voters and influencing them.
- Any other relevant information.

Arguments that other factors are important in voting behaviour might include:

- The sociological model of voting behaviour, associated with Butler and Stokes (1963), suggested that social class was the most important factor that determined voting behaviour.
- Rational choice and valence issues have also been put forward as indicators of voting behaviour.
- The importance of ethnicity in the links between ethnic groupings, the UK parties and voting behaviour, e.g. Labour, Respect.
- Low turnout among ethnic groups and reasons for this e.g. lack of ethnic minority candidates or attention to issues that are important to ethnic minority groups, language issues; differences between local and national politics.
- Other factors: discussion of the importance of age, region, class and wealth, partisanship, models of voting behaviour.
- Any other relevant information.

Band	Marks	AO1	Marks	AO3
4	9-10	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of the influence of the media on 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>	10-12	<ul style="list-style-type: none"> <li>• Thorough analysis and evaluation of the influence of the media on voting behaviour.</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 influence of the media on 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>	7-9	<ul style="list-style-type: none"> <li>• Reasonable analysis and evaluation of the influence of the media on voting behaviour.</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 influence of the media on 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>	4-6	<ul style="list-style-type: none"> <li>• Adequate analysis and evaluation of the influence of the media on voting behaviour.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> </ul> <p><b>OR</b></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 influence of the media on voting behaviour.</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 influence of the media on voting behaviour.</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

'Global social movements are effective drivers of political change.' How far would you agree with 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 discussing social movements driving political change candidates are expected to demonstrate the ability to analyse and evaluate relevant evidence to 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 social movements are the main drivers of political change might include:

- The whole purpose of social movements is to change attitudes whether it is in the short term or long term.
- Social movements use new communication technology which applies different levels of pressure than traditional methods and this drives change.
- Social movements have driven issues such as gender equality, the nuclear issue and the environment and influenced significantly political decision making.
- Any other relevant information.

Arguments that social movements are not the main drivers of political change might include:

- Social movements can be loose organisations with disparate groups, making co-ordination difficult and this limits their political effectiveness.
- Social movements are perceived to be 'outsiders' and, therefore, find it difficult to influence government and drive political change.
- Despite some social groups being high profile, e.g. environmental, they have still not been the main driver of political change.
- 'Insider' pressure groups are more effective at driving political change.
- Political parties are more effective at driving political change because they reflect and mobilise opinion.
- Governments and their manifestoes are the key drivers of political change.
- Elite groups influence political decision making at all levels, and, therefore, are the key drivers of political change.
- 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 social movements as drivers of change.</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 social movements as drivers of change.</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 effectiveness of social movements as drivers of change.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> </ul> <p><b>OR</b></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>
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 effectiveness of social movements as drivers of change.</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 7

'Human rights are not sufficiently protected in the UK.' 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 the protection of human rights candidates are expected to demonstrate the ability to analyse and evaluate relevant evidence to 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 supporting that human rights are not sufficiently protected in the UK might include:

- They are not protected because of a lack of a codified constitution.
- There is a lack of entrenchment of human rights in the UK.
- There is a lack of clarity about how to navigate the legal system if human rights have been infringed, and a perception that it is costly and, therefore, not accessible to all.
- The dominance of the Executive and Parliamentary Sovereignty affects the protection of human rights.
- The perception that bias exists within the judiciary, government and institutions, and this impacts on the human rights of some groups and gives some groups greater access over others.
- Any other relevant information.

Arguments supporting that human rights are sufficiently protected in the UK might include:

- Statute law protects human rights, e.g. The Human Rights Act.
- There is protection of human rights under international agreements to which the UK is party.
- There is a body of case and common law enshrining human rights in the UK.
- There would be political consequences should a UK government attempt to take away established human rights.
- The UK constitution has the ability to absorb and protect new rights as times change.
- The role of campaign groups and the media maintain the issue of human rights high on the political agenda by highlighting abuses and pressure government, the judiciary and institutions to act.
- Any other relevant information.

Band	Marks	AO1	Marks	AO3
4	9-10	<ul style="list-style-type: none"> <li>• Thorough knowledge and understanding of whether human rights are sufficiently protected.</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 whether human rights are sufficiently protected.</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 whether human rights are sufficiently protected.</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 whether human rights are sufficiently protected.</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 whether human rights are sufficiently protected.</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 whether human rights are sufficiently protected.</li> <li>• Adequate discussion with well-developed and balanced arguments.</li> </ul> <p><b>OR</b></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>
1	1-2	<ul style="list-style-type: none"> <li>• Limited knowledge and understanding of whether human rights are sufficiently protected.</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 whether human rights are sufficiently protected.</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.		