



AS

Government and Politics

GOVP2 Governing Modern Britain

Mark scheme

June 2016

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

Further copies of this mark scheme are available from aqa.org.uk

CRITERIA FOR MARKING AS/A2 GOVERNMENT AND POLITICS

Introduction

AQA's revised Government and Politics specification has been designed to be objectives-led in that questions are set which address the assessment objectives published in the specification. The assessment objectives for A-level and AS are the same, but the weightings are different at AS and A2. Details of the weightings are given in Section 4.2 of the specification.

The schemes of marking reflect these objectives. The mark scheme which follows is of the levels-of-response type, showing that students are expected to demonstrate their mastery of the skills required in the context of their knowledge and understanding of Government and Politics. Mark schemes provide the necessary framework for examiners but they cannot cover all eventualities. Students should be given credit for partially complete answers. Where appropriate, students should be given credit for referring to recent and contemporary developments in Government and Politics.

Consistency of marking is of the essence in all public examinations. It is therefore of vital importance that examiners apply the mark scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other options.

Before scrutinising and applying the detail of the specific mark scheme which follows, examiners are required to familiarise themselves with the general principles of the mark scheme as contained in the Assessment Matrix.

There are no limits to the areas of knowledge that students may feel able bring to the discussion. Therefore the specification of requirements outlined in the mark schemes can only be indicative. Students are not expected to include all the material presented in order to access the full range of available marks. At the same time they may successfully include material from their particular studies which is not indicated in the scheme.

Using a levels-of-response mark scheme

Good examining is about the consistent application of judgement. Mark schemes provide a framework within which examiners exercise their judgement. This is especially so in subjects like Government and Politics, which in part rely upon analysis, evaluation, argument and explanation. With this in mind, examiners should use the Assessment Matrix alongside the detailed mark scheme for each question. The Assessment Matrix provides a framework ensuring a consistent, generic source from which the detailed mark schemes are derived. This supporting framework ensures a consistent approach within which students' responses are marked according to the level of demand and context of each question.

Examiners should initially make a decision about which level any given response should be placed in. Having determined the appropriate level the examiners must then choose the precise mark to be given within that level. In making a decision about a specific mark to award, it is vitally important to think first of the mid-range within the level, where that level covers more than two marks. Comparison with other students' responses to the same question might then suggest whether the middle mark is unduly generous or severe.

In making decisions away from the middle of the level, examiners should ask themselves questions relating to student attainment, including the quality of language. The more positive the answers, the higher should be the mark awarded. We want to avoid ‘bunching’ of marks.

Levels mark schemes can produce regression to the mean, which should be avoided. A student’s script should be considered by asking ‘Is it:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced or markedly better in some areas than others?
- generally coherent in expression and cogent in development (as appropriate to the level awarded)?
- well-presented as to general quality of language?’

The overall aim is to mark positively, giving credit for what students know, understand and can do.

AS GOVERNMENT AND POLITICS

GENERIC MARK SCHEME for questions with a total of 5 marks

AO1
<p>Level 4 (5 marks) The student successfully demonstrates excellent knowledge and understanding of political data, concept(s) or term(s).</p> <p>Where appropriate, the student is able to illustrate his/her answer with relevant evidence/example(s).</p>
<p>Level 3 (4 marks) The student successfully demonstrates good knowledge and understanding of political data, concept(s) or term(s).</p> <p>Where appropriate, the student is able to illustrate his/her answer with relevant evidence/example(s).</p>
<p>Level 2 (2–3 marks) The student demonstrates limited knowledge and understanding of political data, concept(s) or term(s).</p> <p>The student may illustrate his/her answer with evidence/example(s) of limited relevance.</p>
<p>Level 1 (1 mark) The student demonstrates little knowledge and understanding of political data, concept(s) or term(s).</p> <p>The student may illustrate his/her answer with evidence/example(s) of little relevance.</p>
<p>0 marks No relevant response.</p>

AS GOVERNMENT AND POLITICS**GENERIC MARK SCHEME for questions with a total of 10 marks**

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (4 marks)</p> <p>The student demonstrates an excellent knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The student deploys relevant knowledge and understanding to fully address the requirements of the question and produces accurate and/or relevant examples to illustrate points made.</p>	<p>Level 4 (4 marks)</p> <p>The student applies an excellent range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	<p>Levels 3–4 (2 marks)</p> <p>The student communicates clearly and effectively, in a structured and sustained manner, making excellent or good use of appropriate political vocabulary.</p> <p>There are few, if any, errors of spelling, punctuation and grammar and the response should be legible.</p> <p>The answer has a clear sense of direction, is focused on the question and, where appropriate, has a conclusion which flows from the discussion.</p>
<p>Level 3 (3 marks)</p> <p>The student demonstrates good knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The student addresses the requirements of the question and produces examples and/or evidence to illustrate points made.</p>	<p>Level 3 (3 marks)</p> <p>The student applies a good range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	
<p>Level 2 (2 marks)</p> <p>The student demonstrates limited knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The student makes a limited attempt to address the requirements of the question and produces few or inaccurate examples and/or limited evidence to illustrate points made.</p>	<p>Level 2 (2 marks)</p> <p>The student applies a limited range of concepts and makes limited use of political theory or ideas in developing an explanation or argument.</p>	<p>Levels 1–2 (1 mark)</p> <p>The student communicates explanations or arguments with limited clarity and effectiveness using limited political vocabulary. The answer may lack either a clear focus on the question or a sense of direction.</p> <p>There are frequent errors of spelling, punctuation and grammar and legibility may be a problem.</p>

GENERIC MARK SCHEME for questions with a total of 10 marks (continued)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 1 (1 mark)</p> <p>The student demonstrates little knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The student makes little attempt to address the requirements of the question and produces few examples and/or little evidence to illustrate points made.</p>	<p>Level 1 (1 mark)</p> <p>The student applies few concepts and makes little use of political theory or ideas in developing an explanation or argument.</p>	<p>Levels 1–2 (continued) (1 mark)</p> <p>A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit.</p>
<p>0 marks</p> <p>No relevant response.</p>	<p>0 marks</p> <p>No relevant response.</p>	<p>0 marks</p> <p>No relevant response.</p>

AS GOVERNMENT AND POLITICS**GENERIC MARK SCHEME for questions with a total of 25 marks**

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (10–11 marks)</p> <p>The student successfully demonstrates accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationship between them, producing an answer that deploys relevant knowledge and understanding to address the requirements of the question and that demonstrates significant contextual awareness.</p> <p>The student's answer includes relevant evidence and/or examples to substantiate and illustrate points made.</p>	<p>Level 4 (7–8 marks)</p> <p>The student evaluates political institutions, processes and behaviour, applying appropriate concepts and theories.</p> <p>The student provides analysis which displays sound awareness of differing viewpoints and a clear recognition of issues. Parallels and connections are identified, together with valid and precise comparisons. The answer includes relevant and convincing interpretations or explanations.</p>	<p>Level 4 (5–6 marks)</p> <p>The student communicates clear, structured and sustained arguments and explanations making excellent use of appropriate political vocabulary.</p> <p>The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p> <p>The student produces answers with a clear sense of direction leading towards a coherent conclusion.</p>
<p>Level 3 (7–9 marks)</p> <p>The student demonstrates generally accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationship between them, producing an answer that addresses the requirements of the question and demonstrates adequate contextual awareness.</p> <p>The answer provides evidence backed up by clear examples to illustrate points made.</p>	<p>Level 3 (5–6 marks)</p> <p>The student evaluates political institutions, processes and behaviour, applying some concepts or theories.</p> <p>The student provides clear arguments and explanations and demonstrates awareness of differing viewpoints and recognition of issues. Parallels and connections are identified, together with some sound comparison.</p>	<p>Level 3 (3–4 marks)</p> <p>The student communicates arguments and explanations making good use of appropriate political vocabulary.</p> <p>The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p> <p>A conclusion is linked to the preceding discussion.</p>

GENERIC MARK SCHEME for questions with a total of 25 marks (continued)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 2 (4–6 marks)</p> <p>The student demonstrates basic knowledge and understanding of political concepts/theories/institutions and processes and some awareness of the relationship between them, making a limited attempt to address the requirements of the question.</p> <p>The student may demonstrate contextual awareness covering part of the question, and may produce limited evidence and/or few examples.</p>	<p>Level 2 (3–4 marks)</p> <p>The student offers a limited evaluation of political institutions, processes and behaviour and begins to construct arguments which contain basic explanation.</p> <p>The student shows some awareness of differing viewpoints. There is recognition of basic parallels or limited comparisons.</p>	<p>Level 2 (2 marks)</p> <p>The student attempts to develop an argument using basic political vocabulary.</p> <p>There are frequent errors of spelling, punctuation and grammar and legibility may be a problem.</p> <p>Where a conclusion is offered, its relationship to the preceding discussion may be modest or implicit.</p>
<p>Level 1 (1–3 marks)</p> <p>The student demonstrates slight and/or incomplete knowledge and understanding of political concepts/theories/ institutions and processes and limited awareness of the relationship between them.</p> <p>The student makes a very limited attempt to address the requirements of the question.</p> <p>Only superficial awareness of the context of the question is evident and the few examples cited are often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1–2 marks)</p> <p>The student makes a partial attempt to evaluate political institutions, processes and behaviour. Arguments offered are superficial or simplistic.</p> <p>There is very limited awareness of parallels or comparisons.</p>	<p>Level 1 (1 mark)</p> <p>The answer relies upon narrative which is not fully coherent and which is expressed without using political vocabulary.</p> <p>Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p> <p>A conclusion is either not offered or it is not related to the preceding material.</p>
<p>0 marks</p> <p>No relevant response.</p>	<p>0 marks</p> <p>No relevant response.</p>	<p>0 marks</p> <p>No relevant response.</p>

NB: whilst there is no requirement for students to make reference to the extract or passage provided when answering questions with a total of 25 marks, the use of such material can be credited on AO1 and AO2, where it is relevant to the question posed. Students may also be given credit for using relevant material drawn from the extracts or passages which accompany other questions on the paper.

Topic 1: The British Constitution

Source: Britain's unitary constitution

0 1 Explain the term '**parliamentary sovereignty**' used in the extract (line 10).**[5 marks]**

At a basic level of response students should demonstrate knowledge and understanding that parliamentary sovereignty means that national sovereignty resides with parliament rather than with a monarch or president. They may make reference to various features such as the fact that only parliament can make laws and no parliament can bind its successor.

At the higher levels of response students may point out that there are in practice some political limitations on parliamentary sovereignty. They may also make reference to Dicey, who regarded parliamentary sovereignty as one of his twin pillars of the constitution and the only morally defensible form of sovereignty.

Students are not required to cover all the above points in order to gain maximum marks. Marks should be awarded in accordance with the AO1 qualities detailed in the generic mark scheme and the full range must be utilised.

0 2 Using your own knowledge as well as the passage, identify **and** explain the difference between a unitary and a federal constitution.**[10 marks]****AO1**

At a basic level of response students should demonstrate knowledge and understanding of terms and concepts such as the following:

- Constitution.
- Unitary.
- Federal.
- Federalism.
- Devolution.
- Devolved power.
- Original power.
- Pooled sovereignty.
- Examples of federal states.

Students will not be expected to address all the above terms and concepts, and those at the lower levels of response may cover only a few of them. At the higher levels of response students may introduce terms and concepts not included above and, if relevant, these should be fully credited.

AO2

At a basic level of response students should explain that this question refers to the ways in which constitutions can lay down the distribution of state power between a central government and any territorial sub-divisions. They should explain that, in the case of a unitary constitution, all power ultimately belongs to the central government. Functions may be devolved to constituent nations, regions or units of local government but can always be

reclaimed by the central government. In contrast, federal constitutions lay down a distribution of powers (such as lawmaking and taxation) that cannot be changed by the central government. In this way sovereignty may be said to be shared.

Some students may offer examples of federal constitutions such as the USA or Germany. They may also discuss the arguments around the EU treaties which can be seen as moving towards the creation of a federal constitution.

Students are not required to cover all the above points in order to gain maximum marks. They may also make points not included here and, if relevant, these should be duly credited. Marks should be awarded in accordance with the qualities detailed in the generic mark scheme and the full range must be utilised.

0 3 'The British judiciary has become increasingly politicised.' Discuss.

[25 marks]

AO1

At a basic level of response students should demonstrate knowledge and understanding of terms and concepts such as the following:

- Politicisation.
- Declaration of incompatibility.
- Creation and nature of the Supreme Court.
- Judicial neutrality.
- Judicial independence.
- Judicial interpretation of statutes.
- European Court of Human Rights.
- European Convention on Human Rights.
- The Human Rights Act 1998.
- European Court of Justice.
- Outspoken judges.
- Political interference.
- Judicial activism.
- Separation of powers.
- Parliamentary sovereignty.
- Social background of judges.
- Constitutional Reform Act.

Students will not be expected to address all the above terms and concepts, and those at the lower levels of response may cover only a few of them. At the higher levels of response students may introduce terms and concepts not included above and, if relevant, these should be fully credited.

AO2

Students may discuss the principle of the separation of powers, explaining that judges should be independent of the legislature and executive. They may question whether the principle is clearly evidenced in the British constitution. At all levels, reward answers that attempt contextual analysis, such as the increasing tendency of governments to intervene in aspects of social and economic life, the greater willingness of campaigning and other groups to mount legal challenges to government decisions and less passive attitudes within the judiciary. Reward relevant comparative analysis but there is no requirement or

expectation that this should be extensive.

Responses will normally contain arguments relating to specific developments, such as the role of the judiciary in interpreting the Human Rights Act when judging cases and the issue of declarations of incompatibility with regard to legislation. Students may also address the effect of the creation of the Supreme Court, considering whether this provides greater judicial independence and whether this can lead to a more political role for judges. Students may also evaluate the significance of the European Court of Human Rights, examining ways in which it can lead judges to challenge politicians' decisions. (Some weaker answers may regard this court as part of the EU and this cannot gain credit.) Students may also analyse the operation of the European Court of Justice (which is part of the EU).

Students should be able to illustrate their answers with examples of relevant cases and political events and controversies. Some may analyse political controversies, and occasions where politicians have criticised judges and where judges have criticised politicians. They may note calls from politicians for reform of the ECHR. For the highest-level marks, analysis should normally be balanced, with recognition of the supremacy of parliament and the resulting limitation upon the power of the courts. 'Increasingly' is a discriminator and should normally be addressed specifically for the highest level.

There should normally be a clear conclusion. In this students may take varying positions. They may argue for or against the proposition in question or take a position between the two extremes. Any position taken is acceptable; the important requirement is that it is logically derived from the preceding analysis.

AO3 marks on this question must be awarded to reflect the extent to which an answer is clearly expressed, is well-structured, leads to a conclusion that is consistent with the preceding knowledge and analysis and uses relevant political vocabulary, including theories and concepts, as identified in the mark scheme.

Students are not required to cover all the above points in order to gain maximum marks. They may also make points not included here and, if relevant, these should be duly credited. Marks should be awarded in accordance with the qualities detailed in the generic mark scheme and the full range must be utilised.

Topic 2: Parliament

Source: Discipline and dissent in Parliament

0 4 Explain the statement '**the government depends on parliamentary support for its survival**' used in the extract (lines 6/7).

[5 marks]

At a basic level of response students should demonstrate knowledge and understanding that the executive arm of government in Britain is not directly elected. It is the result of a general election that produces only MPs. At the higher levels of response they will explain that the executive is formed from the party (or coalition) that can command the support of the House. The continued existence of the executive remains dependent on this support, which may be withdrawn through a motion of no confidence. Students may give examples of various parliamentary occasions that illustrate the position.

Marks should be awarded in accordance with the AO1 qualities detailed in the generic mark scheme and the full range must be utilised.

0 5 Using your own knowledge as well as the extract, identify **and** explain **two** reasons why MPs may support a rebellion in the House of Commons.

[10 marks]**AO1**

Students should demonstrate knowledge and understanding of terms and concepts such as:

- MPs as representatives of constituencies.
- The Burkean notion of representation.
- Party loyalty.
- Party whip.
- Party discipline.
- Party rebels.
- Policy reversals.
- The role of the media.
- Maverick MPs.
- Confidence motions.
- Examples of rebellions.

Students will not be expected to address all the above terms and concepts, and those at the lower levels of response may cover only a few of them. At the higher levels of response students may introduce terms and concepts not included above and, if relevant, these should be fully credited.

AO2

At a basic level of response students should explain the concept of parliamentary rebellion. They should also explain the concept of party discipline and outline some of the means by which it is maintained. Two reasons for rebelling should be identified but, at lower levels, there will be little analysis.

At higher levels of response students may be expected to analyse the various roles of MPs and the ways in which these may come into conflict with party loyalty. Examples of rebellions may be expected, with reasons for rebelling analysed as well as identified. The two reasons for rebelling may be drawn from a wide range of possibilities, such as pressure from constituents, personal judgement, lack of personal ambition, resentment towards the party leaders (for demotion or failure to gain advancement), media pressure, a wish to force change in party policy, a desire to destabilise a government and dissatisfaction arising from coalition government.

Where more than two reasons are given reward the best two, and give no extra credit for additional reasons. Students are not required to cover all the above points in order to gain maximum marks. They may also make points not included here and, if relevant, these should be duly credited. Marks should be awarded in accordance with the qualities detailed in the generic mark scheme and the full range must be utilised.

0 6 'The House of Lords performs some important functions in government and does not require radical reform.' Discuss.

[25 marks]

AO1

At a basic level of response students should demonstrate knowledge and understanding of terms and concepts such as the following:

- Composition of the House of Lords.
- The pattern of House of Lords reform.
- Proposals for further reform.
- Likely effects of abolition.
- Life peer.
- Lords spiritual.
- 'Elected' peer.
- Revising chamber.
- Second chamber.
- Bicameral.
- Legislative process.
- Comparative cases.

Students will not be expected to address all the above terms and concepts, and those at the lower levels of response may cover only a few of them. At the higher levels of response students may introduce terms and concepts not included above and, if relevant, these should be fully credited.

AO2

At a basic level of response students should show recognition that the place of the House of Lords in British politics is a matter of controversy. They should also identify functions performed by the House of Lords such as legislation, representation, and scrutiny of the executive.

Students should evaluate the ability of the House of Lords to perform the functions identified. In addressing its legislative role they may note various points, such as the expertise provided by the life peers, a willingness to delay unpopular legislation, a lessening of the workload of the Commons and acting as a revising chamber. They may

note major confrontations and periods of ‘parliamentary ping-pong’. In analysing the scrutiny role they may address factors such as the committee system, expertise in specific areas, greater freedom of debate, more independent members, the absence of a strong whipping system, and a lack ambition to seek higher office. Strong students may see significance in the increased assertiveness of the Lords in recent decades. Analysis of the representative role could consider the composition of the House, noting the variety of backgrounds, particularly of the life peers. For access to the higher levels the analysis should always show balance, giving attention to the critical voices questioning the ability of the House to fulfil these functions.

At the higher level students will recognise the various reforms to which the House has been subjected as well as the reports recommending further reform and even abolition. Comparative reference to other upper chambers, or unicameral systems, is not required but may be rewarded if made in a relevant way.

For high-level marks there should normally be a clear conclusion. In this students may take various positions. They may support or oppose the proposition in the question or argue a position between the two extremes. Any position taken is acceptable; the important requirement is that it is logically derived from the preceding analysis.

AO3 marks on this question must be awarded to reflect the extent to which an answer is clearly expressed, is well-structured, leads to a conclusion that is consistent with the preceding knowledge and analysis and uses relevant political vocabulary, including theories and concepts, as identified in the mark scheme.

Students are not required to cover all the above points in order to gain maximum marks. They may also make points not included here and, if relevant, these should be duly credited. Marks should be awarded in accordance with the qualities detailed in the generic mark scheme and the full range must be utilised.

Topic 3: The Core Executive

Source: Cabinet government: theory and practice

0 7 Explain the term '**collective responsibility**' used in the passage (line 1).**[5 marks]**

At a basic level of response students should demonstrate knowledge and understanding that collective responsibility is a convention lying at the heart of the concept of cabinet government. In principle it entails decision making through discussion, with responsibility shared between members. Some students may stress this by contrasting it with presidential forms of government. At the higher levels of response students may go on to note that collective responsibility also entails an expectation that a minister unable to support a policy will resign from the Cabinet. They may offer examples of such resignations. Students are not required to cover all the above points in order to gain maximum marks.

Marks should be awarded in accordance with the AO1 qualities detailed in the generic mark scheme and the full range must be utilised.

0 8 Using your own knowledge as well as the passage, identify **and** explain **two** reasons why the Cabinet may 'function like a group of individuals rather than as a united body'.**[10 marks]****AO1**

Students should demonstrate knowledge and understanding of terms and concepts such as the following:

- Prime minister.
- Cabinet government.
- Cabinet ministers.
- Collective responsibility.
- Individual responsibility.
- Ministerial portfolios.
- Government departments.
- Departmental policy.
- Cabinet structure.
- Collective decision making.
- Joined-up government.

Students will not be expected to address all the above terms and concepts, and those at the lower levels of response may cover only a few of them. At the higher levels of response students may introduce terms and concepts not included above and, if relevant, these should be fully credited.

AO2

At a basic level of response, students should explain the form and structure of the Cabinet. In this they should focus on factors such as cabinet size, the frequency of meetings, the fact that not all ministers are of cabinet rank, the ministerial portfolio, the hierarchy within the Cabinet and the manner in which Cabinets are formed.

At higher levels of response students may be expected to analyse the role of departmental ministers. From this they should present their two reasons why the Cabinet may not function as a collectivity in the decision-making process. Factors they may consider include the minister–civil servant relationship, the demands of departmental management, departmental rivalry, the use of ministerial advisers, the complexity of the departmental remit, the wide scope of modern government, media reporting of ministerial activity, political ambition and prime ministerial tendency to fragment the cabinet, e.g. with bilateral or minor Cabinets.

Some responses may refer to attempts to remedy the problem such as Wilson’s creation of super departments, Heath’s CPRS and Blair and Cameron’s calls for ‘joined-up government’. Such references should be credited but are not necessary for access to the highest levels.

Where more than two reasons are offered reward the best two, but no extra credit should be given for the additional ones. Students are not required to cover all the above points in order to gain maximum marks. They may also make points not included here and, if relevant, these should be duly credited. Marks should be awarded in accordance with the qualities detailed in the generic mark scheme and the full range must be utilised.

0 9 ‘The power of the prime minister is more limited within a coalition government.’ Discuss. **[25 marks]**

AO1

At a basic level of response there should be a demonstration of knowledge and understanding of terms and concepts such as:

- Coalition government.
- Primus inter pares.
- Prime ministerial patronage.
- Cabinet reshuffles.
- Control of the cabinet agenda.
- Impact of the media.
- Control of the Commons.
- Ministerial resignations.
- Personality of the prime minister.
- Cabinet rivals.
- Deputy prime ministers.
- Party manifestos.

Students will not be expected to address all the above terms and concepts, and those at the lower levels of response may cover only a few of them. At the higher levels of response students may introduce terms and concepts not included above and, if relevant, these should be fully credited.

AO2

At a basic level of response students are expected to analyse the debate on prime ministerial power in the context of a coalition government. They should define the concept of a coalition government. Students may consider the long-standing debate on the distribution of power within the core executive, noting the various factors that lead to

the argument that Britain is moving towards a quasi-presidential system or an 'elective dictatorship'.

In their analysis students should focus on the ways in which a coalition may be seen to restrict the traditional sources of prime ministerial power. This may include features such as cabinet appointments, the distribution of ministerial portfolios, the viability of collective responsibility, the ability to dismiss and reshuffle cabinet members, the response to the media, the status of the party manifesto and the authority and role of the deputy PM. Arguments should be supported with examples. It is likely that students will cite the coalition formed in 2010. However, some may make reference to the war-time coalitions and this can be credited. Comparative reference is not required but may be rewarded if made in a relevant way.

For high-level marks there should normally be a clear conclusion. In this students may take various positions. They may, for example, argue either that PMs are weakened under conditions of coalition or that they are strengthened. Alternatively, they may conclude that the position varies with events and the personalities of the actors involved. Any position taken is acceptable; the important requirement is that it is logically derived from the preceding analysis.

AO3 marks on this question must be awarded to reflect the extent to which an answer is clearly expressed, is well-structured, leads to a conclusion that is consistent with the preceding knowledge and analysis and uses relevant political vocabulary, including theories and concepts, as identified in the mark scheme.

Students are not required to cover all the above points in order to gain maximum marks. They may also make points not included here and, if relevant, these should be duly credited. Marks should be awarded in accordance with the qualities detailed in the generic mark scheme and the full range must be utilised.

Topic 4: Multi-level Governance

Source: Local elected representatives

1 0 Explain the term '**local democracy**' used in the extract (line 1).**[5 marks]**

At a basic level of response students should demonstrate knowledge and understanding that democracy means rule by the people and local democracy means self-rule by the people in a sub-national territorial unit of a state. Students may illustrate the position by drawing the distinction between democracy at national and local levels. At the higher levels of response students should explain that local democracy is secured in Britain through a system of local government, with the presence of locally elected representatives. Some may go on to consider additional means of promoting local democracy, such as local referendums, citizens' juries, focus groups and community forums. Such references should be credited but are not necessary for maximum marks.

Students are not required to cover all the above points in order to gain maximum marks. Marks should be awarded in accordance with the AO1 qualities detailed in the generic mark scheme and the full range must be utilised.

1 1 Using your own knowledge as well as the extract, identify **and** explain **two** reasons why 'local elections have tended to show a swing against the party of government at Westminster'.**[10 marks]****AO1**

At a basic level of response students should demonstrate knowledge and understanding of terms and concepts such as the following:

- Local elections.
- Elected representatives.
- Local councillors.
- Party of government.
- Protest votes.
- Mid-term.
- Electoral swings.
- Independent candidates.
- Local parties.

Students will not be expected to address all the above terms and concepts, and those at the lower levels of response may cover only a few of them. At the higher levels of response students may introduce terms and concepts not included above and, if relevant, these should be fully credited.

AO2

At a basic level of response students should distinguish between central and local elections. They should note that local elections can take place at various times during a central government's term of office. They should recognise that the swing tendency described in the extract is a key discussion point in the analysis of local government.

Students may be expected to consider the factors that influence the choice of elected representatives at local level. They should attach significance to the fact that most local candidates belong to one of the major parties. In identifying two reasons that may explain the swing against the party in power at Westminster students may include factors such as protest voting, a ‘kick in the pants’ to the government, concern over local issues, a preference for local candidates, more active campaigning from local minority parties and the presence of independents. At higher levels of response students may note that the pattern of voting in local elections is not a reliable guide to voting in general elections. Higher-level responses may observe that some local authorities ‘buck the trend’. Such responses may also include examples and electoral data to support arguments.

Where more than two points are made, reward the best two, but no extra credit should be given for the additional points. Students are not required to cover all the above points in order to gain maximum marks. They may also make points not included here and, if relevant, these should be duly credited. Marks should be awarded in accordance with the qualities detailed in the generic mark scheme and the full range must be utilised.

1 | 2 ‘The Council of Ministers and the European Parliament each suffer from a democratic deficit.’ Discuss.

[25 marks]

AO1

At a basic level of response there should be a demonstration of knowledge and understanding of terms and concepts such as the following:

- The composition of the EU institutions in question.
- Their respective functions.
- Their respective structures.
- Their methods of appointment.
- Their relative power.
- Qualified majority voting.
- Democratic deficit.
- European elections.
- MEP.
- EU legislative processes.

Students will not be expected to address all the above terms and concepts, and those at the lower levels of response may cover only a few of them. At the higher levels of response students may introduce terms and concepts not included above and, if relevant, these should be fully credited.

AO2

At a basic level of response students will need to explain the meaning of the concept of democratic deficit. They should show some recognition that the question of a democratic deficit lies at the heart of much debate over the working of the EU. Students will be expected to detail the structure of the two institutions and the way they work with each other.

At the lower levels of response students may consider the EU in only general terms, without specific focus on the institutions specified in the question. For higher-level marks they may be expected to focus on each institution in turn in order to assess the extent to which it

manifests a democratic deficit. In this students will vary in their focus and evaluation, and all approaches should be accepted if justified by the analysis. They should include points such as the following.

- The Council of Ministers
 - Although elected to their government positions ministers are not elected directly to the Council as such.
 - The Council can only consider policies proposed by the European Commission, it does not initiate policy.
 - For a long time the Council conducted its business in secret.
 - Qualified majority voting reduces the ability of ministers to defend their national interest.

Against this some high-level responses may point out that the Lisbon Treaty made for greater openness, and an early-warning system made provision for national parliaments to comment on draft proposals. Some may argue that the fact that members of the Council are elected to their domestic positions introduces a significant degree of democracy to the Councils working.

- The European Parliament
 - Although MEPs are popularly elected within their home countries by systems of PR, democratic legitimacy is reduced by a generally low turnout.
 - The Euro constituencies are too large to give citizens a sense of involvement with their MEP.
 - MEPs have little ability to initiate legislation.
 - Although its role has been increased, the parliament's involvement in the legislative process remains limited.

Against this some high-level responses may point out that the trend has been for the Parliament's power to increase with successive treaties. It must approve EU appointments and has gained increasing influence over the budget and the legislative process. In addition the parliament has gained by the European Commission's efforts to increase its own legitimacy by working with it as a co-legislator. The parliament can also be open to pressure group involvement.

Note that it is unlikely that students will set out their answers in the form presented above and there is no requirement that they should.

At higher levels responses may analyse the relative positions of the institutions. For example, they may consider the Parliament to suffer less of a democratic deficit than the Council of Ministers. They may also note changes in the relative positions of the institutions with successive treaties.

Some students may refer to other EU institutions such as the European Commission, the European Council, the Committee of the Regions or the European Central Bank. This is not asked for and may be credited only in so far as it contributes to the evaluation of the institutions in question. Comparative reference is not essential for high marks but may be rewarded if made in a relevant way (e.g. by contrasting the power of MEPs with that of Westminster MPs).

For high-level marks there should normally be a clear conclusion. In this, students may take

various positions. Any position taken is acceptable; the important requirement is that it is logically derived from the preceding analysis.

AO3 marks on this question must be awarded to reflect the extent to which an answer is clearly expressed, is well-structured, leads to a conclusion that is consistent with the preceding knowledge and analysis and uses relevant political vocabulary, including theories and concepts, as identified in the mark scheme.

Students are not required to cover all the above points in order to gain maximum marks. They may also make points not included here and, if relevant, these should be duly credited. Marks should be awarded in accordance with the qualities detailed in the generic mark scheme and the full range must be utilised.