



GCE MARKING SCHEME

SUMMER 2016

**GOVERNMENT & POLITICS – GP1
1401/01**

INTRODUCTION

This marking scheme was used by WJEC for the 2016 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.

GOVERNMENT AND POLITICS - GP1

MARK SCHEME SUMMER 2016

Q.1 (a) What is meant by the term 'politically apathetic' (line 4)? [5]

Credit could be given for the following:

- Definition: apathy – not bothering to be involved in politics.
- Developed description may include: declining turnout as evidence of apathy, can't be bothered, feeling that voting doesn't make a difference.
- Example: any relevant fact or example.
- Any other relevant material.

Marks	AO1
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

(b) Using your own knowledge as well as the extract, explain how age affects political involvement. [10]

Credit could be given for the following:

- From the extract, decline in young people voting, disenchantment of the young with traditional politics, involvement of the young in political activity other than voting.
- Beyond the extract: lack of political education for the young, other forms of entertainment/hobbies; the political involvement of other age ranges.
- Any other relevant material.

Marks	AO1	Marks	AO2
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (c) **Analyse whether social class is still important, compared to other factors affecting voting behaviour.** [25]

Credit could be given for the following:

- Arguments that it is still important might include: partisan alignment and extent of still existing core voting areas/class for the parties; the extent of class identification in the UK today; the relative permanence of identity politics compared to recency factors.
- Arguments that it is not important might include: classless society; class dealignment under Thatcher and since; arguments about the increasing relevance of recency factors rather than sociological factors such as class, relevant models of voting behaviour; the volatility of the electorate.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth or range of analysis is displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.2 (a) What is meant by the term 'coalition governments' (line 8)? [5]

Credit could be given for the following:

- Definition: a government made up of more than one party.
- Developed description may include: major and minor partners, rainbow coalitions, reasons why they come about.
- Example: any relevant and accurate example of a coalition government.
- Any other relevant material.

AO1	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

(b) Using your own knowledge as well as the extract, explain why two-party politics is in decline. [10]

Credit could be given for the following:

- From the extract: the two largest parties no longer dominate elections, the rise of the Liberal Democrats as a credible third party, the rise of nationalist parties in Wales and Scotland (especially in the devolved parliament and assembly), the emergence of a four-party system in these nations.
- Beyond the extract: the impact of different election systems on the two party system, such as AMS; partisan dealignment, the success of minority parties such as Green Party, UKIP.
- Any other relevant material.

AO1		AO2	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(c) **'Electoral systems in the UK are not as democratic as referendums are'. Discuss.** [25]

Credit could be given for the following:

- Arguments that support the view in the question might include: the perceived benefits of referendums such as that they allow the electorate to express a more finely-tuned, one-issue opinion than elections do; the criticisms of various electoral systems in the way they do not accurately reflect the wishes of voters.
- Arguments that challenge the view in the question might include: the perceived criticism of referendums such as the possible confusion over the meaning of a question, low turnout etc.; the strengths of the various electoral systems in representing accurately the wishes of the public, e.g. through degrees of proportionality.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth or range of analysis is displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
4-7	Content is reasonably accurate but less detailed using some evidence/examples. Depth or range of knowledge is displayed.	3-5	Differing viewpoints are reasonably thorough and coherent. Depth and range of analysis are displayed.	3-5	The argument is clear using some political vocabulary; some inaccuracies in spelling, punctuation and grammar.
1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.3 (a) What is meant by the term 'party members' (line 7)? [5]

Credit could be given for the following:

- Definition: people who pay to belong to a political party.
- Developed description may include: regular branch meetings, the activities undertaken by party members.
- Example: any relevant examples or facts.
- Any other relevant material.

AO1	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

(b) Using your own knowledge as well as the extract, explain the roles of parties in candidate selection. [10]

Credit could be given for the following:

- From the extract: the parties' role in separating genuine contenders from no-hopers; central party control over the betting of candidates; the role of party members in voting for the candidates finally.
- Beyond the extract: use of all-women shortlists and other means by which the party centrally dictates to constituency branches; the criticism that this system gives too much power to party activists.
- Any other relevant material.

AO1		AO2	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

(c) **Evaluate the significance of third and minor parties in Wales and the UK.** [25]

Credit could be given for the following:

- Arguments that they are significant might include: their inclusion in coalition governments at UK and Wales level; other ways in which third and minor parties can have influence, e.g. inclusion on Cabinet committees, contributions to debates, legislation and committee work in Parliament, pressurising the government to take up issues; the democratic value of third and minor parties as choices for the electorate; successes in local and European elections.
- Arguments that they lack significance might include: the desirability of giving influence to parties that do not win, the lack of electoral success and limited influence of minor and third parties at Westminster, those that win representation in Westminster, and those that do not; candidates may question the definition of 'third and minor parties' in the context of devolved politics.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
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1-3	Content is described in basic detail with limited evidence/examples.	1-2	Argument is limited and basic in terms of coherence and focus.	1-2	The argument is basic and limited in clarity and structure; errors in spelling punctuation and grammar.
0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.

Q.4 (a) What is meant by the term the 'environmental movement' (line 3)? [5]

Credit could be given for the following:

- Definition: those who are interested in issues to do with the earth, sustainability etc.
- Developed description may include: a collection of individuals, groups etc. that are all campaigning for environmental issues – a policy network that includes parties as well.
- Example: Greenpeace, the Green Party, any relevant fact or examples.
- Any other relevant material.

AO1	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples.
1-2	Knowledge and understanding is described in basic detail with limited evidence/examples.
0	No relevant knowledge or understanding.

(b) Using your own knowledge as well as the extract, explain the difference between social movements and more traditional pressure groups. [10]

Credit could be given for the following:

- From the extract: differences in the age and socio-economic profile of members/activists; differences in the levels of commitment needed.
- Beyond the extract: differences in the use of profile in the media; differences in access to politicians; differences in the scope of the issues each campaigns on.
- Any other relevant material.

AO1		AO2	
3-5	Knowledge and understanding is accurate and detailed, using a range of relevant evidence/examples from the extract and wider knowledge.	3-5	Argument is clearly structured and focused, providing a convincing explanation.
1-2	Knowledge and understanding is basic in detail with limited evidence/examples.	1-2	Argument is limited in terms of coherence and focus.
0	No relevant knowledge or understanding.	0	No relevant explanation.

- (c) **Assess whether access points are more important to pressure group success than other factors.** [25]

Credit could be given for the following:

- Arguments that they are might include: the success of insider groups in influencing public policy compared to the lack of success of outsider groups; debates and the ineffectiveness of direct action and media attention in securing pressure group aims; the importance of access points beyond Westminster with greater devolution and the European aspect.
- Arguments that they are not might include: the value of a high public profile and the value of persuading the public to the cause; the use various different types of pressure groups make of different forms of media, including social media, and the impact this has on their organisation, fundraising and success; the perceived advantages to outsider status; the possible lack of influence of inside groups, e.g. hostage groups; the greater difficulty of insider influence over a coalition government, analysis of pressure group ineffectiveness at devolved and European levels.
- Any other relevant material.

AO1		AO2		AO3	
8-10	Content is accurate and detailed with relevant evidence/examples. Depth and range of knowledge are displayed though not necessarily in equal measure.	6-7	Differing viewpoints are clearly structured and focused, providing a convincing explanation. Depth and range of analysis are displayed though not necessarily in equal measure.	6-8	The argument is clearly structured and sustained, using appropriate political vocabulary; accurate spelling, punctuation and grammar.
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0	No relevant knowledge or understanding.	0	No relevant analysis.	0	No relevant argument is constructed.