



GCE AS MARKING SCHEME

SUMMER 2019

**AS (NEW)
GOVERNMENT AND POLITICS - UNIT 2
2160U20-1**

INTRODUCTION

This marking scheme was used by WJEC for the 2019 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 AND POLITICS - UNIT 2

SUMMER 2019 MARK SCHEME

UNIT 2: Living and participating in a democracy

Marking guidance for examiners

Summary of assessment objectives for Unit 2

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

The structure of the mark scheme

The mark scheme for each question has two parts:

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

Deciding on the mark awarded within a band

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

Organisation and communication

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

Level Descriptors

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

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

Section A

Question 1

Using examples, describe the main features of a direct democracy.

[6]

Indicative content

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

In describing the main features of direct democracy, candidates are expected to demonstrate knowledge and understanding of the part it plays in 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 the direct democracy. The response might consider issues such as:

- Considered to be pure democracy.
- A form of democracy in which people decide (e.g. vote on, form consensus on) policy initiatives directly.
- There are no representatives that "make" your vote in legislature.
- Votes depend on the outcome of voters and their decisions, not the decisions of representatives elected by the people.
- A referendum as a form of direct democracy.
- Direct democracy usually only works in smaller populations of people.
- Any other relevant information.

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

Question 2

Using examples, briefly describe the role of the judiciary in the protection of human rights.

[6]

Indicative content

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

In describing the role of the judiciary in the protection of human rights, candidates are expected to demonstrate knowledge and understanding of this role. The response might consider issues such as:

- The judiciary can carry out a review in order to protect human rights.
- The judiciary in the Supreme Court reviews the laws and rules of the legislature and executive in cases that come before them in relation to human rights.
- The judiciary in the Supreme Court determines the constitutional validity of human rights laws in relation to government action.
- A Judicial Review may invalidate laws relating to human rights.
- The judiciary act as a check and review of the separation of powers in relation to human rights
- Any other relevant information.

Band	Marks	AO1
3	5-6	Thorough knowledge and understanding of the role of the judiciary in the protection of human rights, using a range of relevant evidence/examples.
2	3-4	Reasonable knowledge and understanding of the role of the judiciary in the protection of human rights, with some use of evidence/examples.
1	1-2	Limited knowledge and understanding of the role of the judiciary in the protection of human rights, 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

Party Policies and Ideas

Political parties must develop policies and programmes to present to the electorate in order to secure the election of their candidates. Behind such policies usually lies some kind of ideology. This may be relatively weak, but it remains important for a political party to have some sort of 'ideological identity' with which people can identify. This may be quite vague, for example '*releasing individuals from the excessive burdens of government*' (a contemporary Conservative slogan), or '*governing on behalf of the many rather than the few*' (Labour). However, Labour has considered itself to be democratic socialist, and the Liberal Democrats claim to base themselves on the primacy of individual freedom and social justice.

[Extract adapted from McNaughton. N. (2008) *Government and Politics*, Hodder]

Using Extract A as well as your own knowledge, compare and contrast the differing ideologies of 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 explaining the differences between the ideology of the main political parties in Wales and the UK, candidates are expected to demonstrate the ability to interpret and apply political information of the ideologies and explain the differences between them. In demonstrating this candidates are required to give an answer which is focused on any relevant connections between them. The response might consider issues such as:

- Labour Party ideology is traditionally seen as supporting rights of working people, for the many, not the few, as suggested in the extract and this is similar to nationalist parties and different to that of the Conservative Party.
- Conservative Party ideology is traditionally seen as preserving the rights of the ruling class, and removing the burden of the state, as suggested by the extract, and this is different from the Labour and Liberal Democratic Party, though both have adopted removing aspects of state control.
- Liberal Democratic ideology traditionally seen as being about the freedom of the individual, as suggested in the extract, which is similar to that of the Conservative Party.
- Nationalist Party ideologies tend to be in favour of greater autonomy (Wales), independence (Scotland) and this differs from the main political parties.
- Some recent convergence of ideology around the free market and economic strategy and commitment to public services, though some prefer greater state intervention.
- Any other relevant information.

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

Question 4

Read the extract below and answer the question that follows.

Extract B

Social Movements

Interest in social movements has been revived by the emergence of 'new' social movements since the 1960s, such as the peace movement, the women's movement, the environmental movement and so on. What is new about the social movements that emerged at the end of the twentieth century? Whereas the more traditional pressure groups were organisations of and for the oppressed or the disadvantaged, contemporary social movements have, in contrast, more commonly attracted the young, the better-educated and the relatively affluent.

Being part of a social movement requires commitment and political activism rather than card-carrying, formal membership. The most dramatic examples of this have been the anti-capitalism and anti-globalisation demonstrations across the world.

[Extract adapted from Hayward. A (2007) *Politics*.]

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

[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 similarities and differences between pressure groups and social movements, candidates are expected to demonstrate the ability to interpret and apply political information of pressure groups and social movements.

The response might consider issues such as:

- Pressure groups and social movements both want positive change.
- Pressure groups and social movements both can represent oppressed and disadvantaged groups.
- Some social groups have attracted certain socio-economic groups, as suggested by the extract, whereas pressure groups have not.
- Some social groups have/are global whereas some pressure groups have/are regional and national.
- Pressure group activity can be based on membership whereas social movement activity can be based on direct activism.
- Any other relevant information.

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

Section C

Question 5

'Pressure groups are influential because they force governments to respond.' 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 effectiveness of pressure groups, candidates are expected to demonstrate the ability to analyse and evaluate relevant evidence in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this candidates are required to give an answer which is focused on evidence from both sides of the argument. The response might consider issues such as:

Arguments that pressure groups force governments to respond might include:

- Pressure groups encourage responsive government as pressure group activity enables engagement which makes governments listen and act in between elections.
- Governments seek approval and responses from different groups on proposed new legislation. This fits in with the pluralist model of democracy
- The prolific growth of pressure groups has meant that participation for many has become more relevant. Whereas parties offering a package – some of which may not appeal to the citizen: pressure groups reach to the most important issues for many and thus they engage and participate in politics.
- Pressure groups serve as a forum for political participation at group level. Governments seek dialogue with pressure groups at various levels, thus furthering political activity.
- Any other relevant material.

Arguments that pressure groups do not force governments to respond might include:

- Governments are not equally responsive. They favour PGs who echo their desires and close the door on those who they oppose.
- Governments have cited the case of 'hyper-pluralism' whereby they cannot reach a policy consensus as too much PG activity damages the parliamentary and policy process.
- Pressure groups thwart the normal political process of representative democracy by offering pressure group activity as an alternative to participation via elections and through political parties. As such they have fragmented participation and made politics more difficult to navigate
- Pressure group activity is characterised by the phenomenon of 'cheque book participation' who may add to the numbers but simply pay the PG fees and go no further, it creates a false sense of participation.
- Any other relevant material.

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

Question 6

'First Past the Post (FPTP) should continue to be used for the election of UK MPs to the House of Commons.' To what extent do you agree with this statement? [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 electoral systems candidates are expected to demonstrate the ability to analyse and evaluate relevant evidence in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this candidates are required to give an answer which is focused on evidence from both sides the argument. The response might consider issues such as:

Arguments that FPTP should continue to be used might include:

- It has been endorsed in the 2011 referendum which rejected AV over FPTP.
- It is a system which provides a clear constituency link.
- It has more potential to form strong and stable governments with working majorities.
- It keeps out extremist parties who thrive and have undue influence in certain PR systems.
- It is both simple to use and equally delivers a swift outcome.
- Any other relevant material.

Arguments that FPTP should no longer be used might include:

- It fails to deliver 'fair outcomes' e.g. Wales.
- Parties with concentrated support do well – those with considerable – but widespread support come off worse.
- It delivers an un-democratic 'winner's bonus' which exaggerates the winning margin
- Few MPs gain 50 % of the vote in their constituency.
- No single party government gets 50% of the vote, thus limiting the claim of a mandate
- It creates many safe seats which act to discourage voting or make some pursue tactical voting.
- It does not always produce 'strong and stable' single party government as in the 2010 and 2017.
- Any other relevant material.

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

Question 7

Assess the extent to which governments should restrict the rights of their citizens. [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 extent to which governments should restrict the rights of their citizens candidates are expected to demonstrate the ability to analyse and evaluate relevant evidence in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this candidates are required to give an answer which is focused on evidence from both sides of the argument. The response might consider issues such as:

Arguments supporting the extent to which governments should restrict the rights of their citizens may include:

- Free speech is an inherently ambiguous concept that requires definition and interpretation; Government is the obvious place for such clarifications to be made.
- Free speech acts lead to physical acts. Thus pornography, hate speech and political polemic are causally linked to rape, hate crimes, and insurrection.
- Government must protect its citizens from foreign enemies and internal enemies - thus freedom of speech can be acceptably curtailed during times of war in order to prevent propaganda and spying which might undermine the national interest.
- Some intellectual views are antithetical to beliefs held by major religions. In order to protect the religious from these views, we should prevent people from saying these offensive things.
- We need to protect minors (those under the age of majority) from exposure to obscene, offensive or potentially damaging materials.
- Any other relevant material.

Arguments challenging that the extent to which governments should restrict the rights of their citizens may include:

- Governments should be distrusted. (a) Many political theorists argue that checks and balances need to be put in place in order to prevent Governmental abuse. The right to freedom of speech is too important to leave in the hands of Government. (b) An independent judiciary, or politically-independent body for assessing such circumstances is the only place that can effectively guarantee.
- "After all, the practical reason why when the power is once in the hands of the people, a majority are permitted, and for a long period continue, to rule is not because they are most likely to be in the right, nor because this seems fairest to the minority, but because they are physically the strongest" - CIVIL DISOBEDIENCE, H D Thoreau. Tyranny of the majority is as good a reason as any to prevent Government from being involved in censorship - the majority of the population may be anti-homosexuality, or anti-immigrant, or indeed pro-genetically modified foods. In a healthy democracy it is vital that smaller groups be heard, and there is no way to guarantee these voices if the Government can restrict free speech.
- Society is self-regulating. (a) The link between speech acts and physical acts is a false one - people who commit hate crimes are likely to have read hate speech, people who commit sex crimes are likely to have watched pornography but not necessarily the other way around. Viewers of pornography and readers of hate

speech are therefore not incited to commit anything they otherwise would not do. (b) Exposing pornography, hate speech and political polemic (extreme nationalism etc.) to society increase the likelihood that it will be discredited and defeated, rather than strengthened through persecution. This is Milton's argument from "Areopagitica" (1644) - truth will combat error.

- The government may well wish to suppress publication of information that would be prejudicial to its success in the next elections or its war campaign, but it's in the public interest to know about their dirty dealings or illegal activities.
- Although some views that may be expressed might be contrary to religious teaching, we must defend the rights of the non-religious within any society too.
- Arguments that invoke censorship of materials for minors are just that - arguments for the censorship of materials for minors. They do not concede the general principle that censorship is good because until the age of majority the state acts in loco parentis and must act as a conservative parent at that.
- Any other relevant material.

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