



AS POLITICS 7151

Government and Politics of the UK

Mark scheme

June 2019

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 Examiner.

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.

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Level of response marking instructions

Level of response mark schemes are broken down into levels, each of which has a descriptor. The descriptor for the level shows the average performance for the level. There are marks in each level.

Before you apply the mark scheme to a student's answer read through the answer and annotate it (as instructed) to show the qualities that are being looked for. You can then apply the mark scheme.

Step 1 Determine a level

Start at the lowest level of the mark scheme and use it as a ladder to see whether the answer meets the descriptor for that level. The descriptor for the level indicates the different qualities that might be seen in the student's answer for that level. If it meets the lowest level then go to the next one and decide if it meets this level, and so on, until you have a match between the level descriptor and the answer. With practice and familiarity you will find that for better answers you will be able to quickly skip through the lower levels of the mark scheme.

When assigning a level you should look at the overall quality of the answer and not look to pick holes in small and specific parts of the answer where the student has not performed quite as well as the rest. If the answer covers different aspects of different levels of the mark scheme you should use a best fit approach for defining the level and then use the variability of the response to help decide the mark within the level, i.e. if the response is predominantly level 3 with a small amount of level 4 material it would be placed in level 3 but be awarded a mark near the top of the level because of the level 4 content.

Step 2 Determine a mark

Once you have assigned a level you need to decide on the mark. The descriptors on how to allocate marks can help with this. The exemplar materials used during standardisation will help. There will be an answer in the standardising materials which will correspond with each level of the mark scheme. This answer will have been awarded a mark by the Lead Examiner. You can compare the student's answer with the example to determine if it is the same standard, better or worse than the example. You can then use this to allocate a mark for the answer based on the Lead Examiner's mark on the example.

You may well need to read back through the answer as you apply the mark scheme to clarify points and assure yourself that the level and the mark are appropriate.

Indicative content in the mark scheme is provided as a guide for examiners. It is not intended to be exhaustive and you must credit other valid points. Students do not have to cover all of the points mentioned in the Indicative content to reach the highest level of the mark scheme.

An answer which contains nothing of relevance to the question must be awarded no marks.

Generic levels-of-response mark scheme for 6-mark questions

Question 1: Explain, with examples, the significance of statute law as a source of the UK constitution.

Question 2: Explain, with examples, the convention of individual ministerial responsibility.

Level	Marks	Descriptors
3	5–6	<ul style="list-style-type: none"> The answer demonstrates accurate knowledge of relevant political concepts, institutions and/or processes relevant to the question. Developed explanation(s) and appropriate selection of supporting examples demonstrate accurate understanding of relevant political concepts, institutions and processes.
2	3–4	<ul style="list-style-type: none"> The answer demonstrates generally accurate knowledge of political concepts, institutions and processes relevant to the question. Some development in the explanation(s) and generally appropriate selection of supporting examples demonstrate generally accurate understanding, though inaccuracies will be present.
1	1–2	<ul style="list-style-type: none"> The answer demonstrates limited knowledge and understanding of political concepts, institutions and processes relevant to the question. Limited development in the explanation(s) and selection of supporting examples demonstrate limited understanding of relevant political concepts, institutions and processes, with further detail required and inaccuracies and omissions present throughout.
0	0	<ul style="list-style-type: none"> Nothing worthy of credit.

Question 1: Explain, with examples, the significance of statute law as a source of the UK constitution.

Indicative content

In their explanation of the significance of statute law, students may cover areas such as the following:

- explanation of the concept of parliamentary sovereignty; the highest law in the land, the ability of Parliament to legislate on any matter, and that a parliament cannot bind subsequent parliaments
- explanation that because of parliamentary sovereignty that there is no fundamental law in the UK and therefore statute law is the principal source of the constitution
- explanation of the process of passing legislation, the requirement for a simple majority in three readings in both the Commons and the Lords, and therefore there is no entrenchment of constitutional law in the UK
- explanation of the dominance of the Commons in the legislative process and that the executive almost always commands a majority in the lower chamber and therefore a government's constitutional legislation is often passed
- explanations that parliamentary sovereignty has been challenged in recent years (by the EU, devolution and the Human Rights Act), should be credited.

Students would not need to cover each and every one of the above points to gain high marks. Some may introduce further relevant points which should be credited.

Question 2: Explain, with examples, the convention of individual ministerial responsibility.

Indicative content

In their explanation of the convention of individual ministerial responsibility students may cover areas such as the following:

- definition of the convention, including the ministerial responsibility for the actions of their department and maintaining their own standards of behaviour in office
- explanation of the reasons for this responsibility, including accountability to Parliament, the political significance of upholding standards of personal conduct (in particular those that are outlined in the ministerial code)
- explanation of the limitations of individual ministerial responsibility, the fact it is 'only' a convention, and political considerations such as prime ministerial support and public opinion
- examples of the convention being followed such as Sir Thomas Dugdale over Crichel Down
- examples of the convention not being followed such as Theresa May over the border agency controversy.

Students would not need to cover each and every one of the above points to gain high marks. Some may introduce further relevant points which should be credited.

Level of response mark scheme for a 12-mark extract based question

Question 3: Analyse, evaluate and compare the arguments presented in the above extracts on House of Lords reform.

Target AO1: 2 marks, AO2: 6 marks, AO3: 4 marks

Level	Marks	Descriptors
4	10–12	<ul style="list-style-type: none"> Accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the extract (AO1). Relevant perspectives are evaluated in constructing arguments (AO3). Analysis of the extract is developed, though some elements of the analysis could be expanded and/or developed further. The answer is well organised, analytical in style and is focused on the question as set (AO2). Comparisons are well explained, are focused on the question and fully supported with relevant and developed examples (AO2).
3	7–9	<ul style="list-style-type: none"> Generally sound knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though inaccuracies will be present (AO1). Relevant perspectives are successfully commented on in places, though evaluation often lacks depth (AO3). Analytical points relating to the extract are made and developed in places, showing some balance, though some points are descriptive rather than analytical. The answer is organised, occasionally analytical and focused on the question as set (AO2). Comparisons are made and supported by examples. (AO2).
2	4–6	<ul style="list-style-type: none"> Some knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though these contain inaccuracies and irrelevant material (AO1). Evaluation is attempted and perspectives relevant to the extract are identified, though evaluation remains superficial (AO3). Analysis of the extract takes the form of description in most places, with some attempt at balance, though many points are asserted. The answer shows some organisation and makes some attempt to address the question (AO2). Comparisons tend to be limited and often unsupported by examples (AO2). <p>Answers that only address one of the extracts are limited to this level.</p>
1	1–3	<ul style="list-style-type: none"> Limited knowledge and understanding of relevant political concepts, institutions and processes, with inaccuracies and irrelevant material present throughout (AO1). Little or no evaluation of perspectives relevant to the extract is evident (AO3). Analysis of the extract takes the form of description and assertion. The answer shows little organisation and does not address the question (AO2). Comparisons tend to be superficial and undeveloped (AO2).
0	0	<ul style="list-style-type: none"> Nothing worthy of credit.

Question 3: Analyse, evaluate and compare the arguments presented in the above extracts on House of Lords reform.

Indicative content

In their analyses, evaluation and comparison of arguments presented in both of the above extracts students should cover areas such as the following:

- Analysis and evaluation of arguments against a reform of the House of Lords, the provision of policy expertise by appointing “those that have made outstanding contributions to aspects of UK society”, the argument the House of Lords is a revising chamber that is subordinate to the Commons, the suggestion that there is a lack of public support for reform and the perceived dangers of reform itself such as “creating an echo chamber”.
- Analysis and evaluation of arguments in favour of reform, including the perceived need for democratic legitimacy in all aspects of the legislative process, suggestion that the House of Lords is unrepresentative of the UK and the fact that it is dominated by an “establishment resistant to change”, the suggestion that current situation gives too much power to prime ministers through their power of patronage.
- Comparison of the arguments with regards to reform. The impact on legislation (the possible increase in legitimacy versus the decline in quality of drafting), the quality of scrutiny, and the extent to which an elected Lords is seen as necessary by the public and politicians.
- The analysis and evaluation of any political information is affected by:
 - who the author or speaker is - their position or role
 - the type of publication – newspaper, academic journal, electronic media
 - the overt or implicit purpose of the author - to inform, persuade or influence
 - the relevance of the extract to a political issue or concern, and how representative the extract is of a particular viewpoint.

Candidates will be expected to address some of these factors in their analysis and evaluation of the extract.

In relation to the extracts for this question reference should be made to the fact that Extract 1 was published in a broadsheet newspaper and that the purpose of the article is to inform and influence. Students may also note that the Telegraph is traditionally seen as a right of centre newspaper and therefore will present arguments from this political perspective more favourably. They may make reference to the purpose of a statement in the House of Commons by a minister in the Commons is to politically justify and explain their actions.

Students are required to analyse and evaluate the arguments presented in the extracts. Students who identify which arguments support which of the different views may be awarded marks for analysis (**AO2**). To gain marks for evaluation (**AO3**) the student must focus on which arguments in the sources, in their judgement, are stronger.

The analysis and evaluation must clearly focus on the arguments presented in the sources. Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what view students reach. However, their position must be supported by their arguments and examples.

Students who fail to focus their discussion on the arguments in the sources, however complete their answer may otherwise be, cannot achieve above level 2.

Although synopticity is not a requirement of the question synoptic points could be introduced by students to support their evaluation of the sources, and if relevant, credit should be given.

Level of response mark scheme for 25-mark essay

Question 4: ‘Judges have become too powerful since 1997.’ Analyse and evaluate this statement.

Question 5: ‘Devolution has begun a process of the break-up of the United Kingdom.’ Analyse and evaluate this statement.

Target AO1: 7 marks, AO2: 10 marks, AO3: 8 marks

Level	Marks	Descriptors
5	21–25	<ul style="list-style-type: none"> • Accurate knowledge and understanding of relevant political concepts, institutions and processes are consistently used to support analysis of the issue under discussion (AO1). • Analysis is balanced and consistently developed (AO2). • Synoptic links are well explained, are focused on the question and fully supported with relevant and developed examples (AO2). • Evaluation leads to substantiated conclusions that are consistent with the preceding discussion (AO3). • Relevant perspectives are evaluated in the process of constructing arguments (AO3). • The answer is well organised, coherent and has an analytical focus on the question (AO2).
4	16–20	<ul style="list-style-type: none"> • Accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analytical points relevant to the issue under discussion, though inaccuracies and omissions are occasionally evident (AO1). • Analysis is balanced and is developed for the most part (AO2). • Synoptic links are relevant to the questions as set, and supported with examples (AO2). • Evaluation leads to conclusions that are consistent with the preceding discussion but may lack balance (AO3). • Relevant perspectives are developed in the process of constructing arguments, though evaluation is inconsistently developed (AO3). • The answer is organised, generally coherent and focused on the question as set (AO2).
3	11–15	<ul style="list-style-type: none"> • Largely accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support many points made, though inaccuracies and omissions are evident (AO1). • Analysis is largely balanced and is developed in places, though some points are descriptive rather than analytical (AO2). • Synoptic links supported by examples tend to be limited and undeveloped (AO2). • Some evaluation is developed, leading to conclusions that require further substantiation (AO3). • Relevant perspectives are occasionally developed in the process of constructing arguments, though evaluation requires more development (AO3). • The answer is organised and is largely focused on the question (AO2).
2	6–10	<ul style="list-style-type: none"> • Some accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though

		<p>inaccuracies and omissions are evident (AO1).</p> <ul style="list-style-type: none"> • Analysis is attempted and shows some balance, though many points will be descriptive. Where explanation is attempted, it is not developed or sustained (AO2). • Synoptic links tend to be limited and often unsupported by examples; few if any points from the wider examples are offered (AO2). • Some attempt to draw conclusions is made, but these lack depth and clear development from the preceding discussion (AO3). • Relevant perspectives on politics are identified, but evaluation is superficial (AO3). • The answer shows some organisation and makes some attempt to address the question (AO2).
1	1–5	<ul style="list-style-type: none"> • Limited knowledge and understanding of relevant political concepts, institutions and processes, with inaccuracies and irrelevant material present throughout (AO1). • Analysis takes the form of description and assertion, with little or no attempt made at balance (AO2). • Synoptic links tend to be superficial and undeveloped (AO2). • Conclusions, when offered, are asserted and have an implicit relationship to the preceding discussion (AO3). • Little or no evaluation of relevant perspectives is present (AO3). • The answer shows little organisation and does not address the question (AO2).
0	0	<ul style="list-style-type: none"> • Nothing worthy of credit.

Question 4: ‘Judges have become too powerful since 1997.’ Analyse and evaluate this statement.

Indicative content

In the analysis and evaluation of the statement students may be expected to cover areas such as the following:

- Analysis and evaluation of the traditional view that the judiciary is a subordinate branch of government to both the executive and legislature. Students may cite the lack of legitimacy as well the institutional weaknesses of judges (such as the inability to initiate cases and the need to follow statute law and precedent).
- Analysis and evaluation of the long-standing powers of the judiciary. The rule of law, the capacity to interpret legislation to create common law, set judicial precedent, and preside over judicial reviews. Students may illustrate this with a range of examples in case law (such as recent cases regarding the benefit cap, or the triggering of Article 50), and may evaluate the power this gives judges over the executive and the limitations of this power; such as the ability of Parliament to legislate to overcome precedent and the grounds for judicial review being based on the legal powers of the executive rather than the policy decision itself.
- Analysis and evaluation of the impact of the Human Rights Act and its implications for the power of the judiciary. Students may argue that it has profoundly increased the power of the judiciary through declarations of incompatibility. Students may discuss relevant case law to illustrate this (A v Home Secretary). Students may also discuss the significance of the human rights cases being initiated in UK courts rather than the European Court of Human Rights in The Hague.
- Analysis and evaluation of the limitations of the Human Rights Act on parliamentary sovereignty.

The distinction between the act and fundamental law (Article 15 allows parliament to derogate from it or for the possibility of parliament repealing the act as the Conservative party committed to in its manifesto of 2015).

- Analysis and evaluation on the impact of the Constitutional Reform Act on the independence of the judiciary and the willingness of judges to use their powers to challenge both the executive and the legislature. Students may argue that the creation of the Supreme Court, reforms to the appointments process (the creation of the Judicial Appointments Commission), and the reforms to the role of the Lord Chancellor has emboldened judges.
- Analysis and evaluation of the limitations on judicial independence that remain after the Constitutional Reform Act. Students may also argue that the executive still can have a potentially significant role in appointment. They may also consider the fact that most judges are from establishment backgrounds like those of politicians.
- Analysis and evaluation of the term ‘too powerful’ for all of the above points. Students may argue for or against the proposition.

Synoptic links may be found in areas such, the constitution, the powers of the executive and legislature. Any response that does not include synoptic points cannot achieve above level 4.

Students are not required to cover all the above areas to gain high marks. Equally, some may introduce further relevant points and these should be credited. It does not matter what view students reach. In their evaluation, they may agree with the statement, disagree with it, or take an intermediate position.

**Question 5: ‘Devolution has begun a process of the break-up of the United Kingdom.’
Analyse and evaluate this statement.**

Indicative content

In the analysis and evaluation of the statement students may be expected to cover areas such as the following:

- Analysis and evaluation of the impact of the Scottish independence referendum. Students may suggest that the independence referendum of 2014 is evidence of growing support for the break-up of the UK, or that it has resolved the question for a generation to come.
- Analysis and evaluation of the electoral performance of nationalist parties with a commitment to independence from the U.K. Students could cite the rise of nationalist parties in Scotland and the emergence of the SNP as the largest party in both Westminster and Holyrood elections. Alternatively, students may argue that parties in other parts of the UK have been less successful. Students may also reflect on the 2017 general election result in Scotland, suggesting that the SNP suffered electoral losses to unionist parties.
- Analysis and evaluation of the transfer of power from Westminster to devolved governments. Students may argue that consistently power has flowed from Westminster to the devolved bodies, giving them primary legislation and may note the provisions of the recent Scotland and Wales acts extending these further, and providing safeguards against their removal or reversal. Students may also cite the increasing policy divergence citing many well-known examples on education (tuition fees), health (prescription charges), or other policy areas.
- Analysis and evaluation of the traditional Westminster model. Students may argue that central government still reserves the most significant powers in Foreign, Defence and Monetary policy and that the majority of government funds are collected and spent in Whitehall.
- Analysis and evaluation of the level of public support for devolution in England. Students may argue that there is little sign of desire for an English parliament. Alternatively, students may argue that the process of devolution has strengthened English national identity and has started the process of devolution in England as “metro mayors” in major English cities develop.

- Analysis and evaluation of the term “break-up of the United Kingdom” in all of the above.

Synoptic links may be found in areas such as, recent constitutional changes, elections and democracy and, the use of referendums. Any response that does not include synoptic points cannot achieve above level 4.

Students are not required to cover all the above areas to gain high marks. Equally, some may introduce further relevant points and these should be credited. It does not matter what view students reach. In their evaluation, they may agree with the statement, disagree with it, or take an intermediate position.

Level of response mark scheme for 6-mark questions

Question 6: Explain, with examples, the main powers of the European Parliament.

Question 7: Explain, with examples, the significance of class as a factor in voting behaviour.

Target AO1: 6 marks

Level	Marks	Descriptors
3	5–6	<ul style="list-style-type: none"> The answer demonstrates accurate knowledge of relevant political concepts, institutions and/or processes relevant to the question. Developed explanations and appropriate selection of supporting examples demonstrate accurate understanding of relevant political concepts, institutions and processes.
2	3–4	<ul style="list-style-type: none"> The answer demonstrates generally accurate knowledge of political concepts, institutions and processes relevant to the question. Some developed explanations and generally appropriate selection of supporting examples demonstrate generally accurate understanding, though inaccuracies will be present.
1	1–2	<ul style="list-style-type: none"> The answer demonstrates limited knowledge and understanding of political concepts, institutions and processes relevant to the question. Limited development of explanations and selection of supporting examples demonstrate limited understanding of relevant political concepts, institutions and processes, with further detail required and inaccuracies and omissions present throughout.
0	0	<ul style="list-style-type: none"> Nothing worthy of credit.

Question 6: Explain, with examples, the main powers of the European Parliament.

Indicative content

In their explanations of the European Parliament students may be expected to cover areas such as the following:

- Explanation of legislative powers, the fact that it has co-decision making powers with the Council of the European Union in making legislation. Explanation that it can veto or amend legislation presented to it, relevant examples may be used to illustrate the point (such as the potential use of a veto of any deal negotiated with the UK regarding its exit from the UK).
- Explanation of co-decision making powers in setting the budget, including the power of amendment and veto. Students may cite 2013 budget as a use of these powers.
- Explanation of the scrutiny of the European Commission including the oversight of appointment of commissioners and scrutiny of their work in committees once appointed.
- Explanation of the power to confirm the admittance of new member states after the Single European act in 1987.

Students would not need to cover each and every one of the above points to gain high marks. Some may introduce further relevant points which should be credited.

Question 7: Explain, with examples, the significance of class as a factor in voting behaviour.

Indicative content

In their explanations of class as a factor in voting behaviour students may be expected to cover areas such as the following:

- Explanation of class, ie the conventional system of A, B, C1, C2, D, E as a reflection of the social status of occupations and the economic rewards they tend to bring.
- Explanation of the traditional view that voters in classes A1, B and C1 traditionally tend to vote for the Conservative Party. An explanation of the rationale behind this should be credited.
- Explanation of the traditional view that voters in classes D and E tend to vote for the Labour Party. An explanation of the rationale behind this should be credited.
- Explanation of factors that may attract C2 voters to either the Labour or Conservative Party. Explanation that the party which attracts the largest proportion of this group of voters generally wins the election should be credited.
- Explanation of class de-alignment, and the declining influence of class as factor in voting behaviour.

Students would not be required to cover all of the above points for full marks. Some may introduce further relevant points which should be credited.

Level of response mark scheme for a 12-mark question

Question 8: Analyse, evaluate and compare the arguments presented in the above extracts concerning the extent of change to the ideology of the Labour Party under the leadership of Jeremy Corbyn..

Target AO1: 2 marks, AO2: 6 marks, AO3: 4 marks

Level	Marks	Descriptors
4	10–12	<ul style="list-style-type: none"> • Accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analysis of the extract (AO1). • Relevant perspectives are evaluated in constructing arguments (AO3). • Analysis of the extract is developed, though some elements of the analysis could be expanded and/or developed further. The answer is well organised, analytical in style and is focused on the question as set (AO2). • Comparisons are well explained, are focused on the question and fully supported with relevant and developed examples (AO2).
3	7–9	<ul style="list-style-type: none"> • Generally sound knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though inaccuracies will be present (AO1). • Relevant perspectives are successfully commented on in places, though evaluation often lacks depth (AO3). • Analytical points relating to the extract are made and developed in places, showing some balance, though some points are descriptive rather than analytical. The answer is organised, occasionally analytical and focused on the question as set (AO2). • Comparisons are made and supported by examples (AO2).
2	4–6	<ul style="list-style-type: none"> • Some knowledge and understanding of relevant political concepts, institutions and processes are used to support points made, though these contain inaccuracies and irrelevant material (AO1). • Evaluation is attempted and perspectives relevant to the extract are identified, though evaluation remains superficial (AO3). • Analysis of the extract takes the form of description in most places, with some attempt at balance, though many points are asserted. The answer shows some organisation and makes some attempt to address the question (AO2). • Comparisons tend to be limited and often unsupported by examples (AO2). <p>Answers that only address one of the extracts are limited to this level.</p>
1	1–3	<ul style="list-style-type: none"> • Limited knowledge and understanding of relevant political concepts, institutions and processes, with inaccuracies and irrelevant material present throughout (AO1). • Little or no evaluation of perspectives relevant to the extract is evident (AO3). • Analysis of the extract takes the form of description and assertion. The answer shows little organisation and does not address the question (AO2). • Comparisons tend to be superficial and undeveloped (AO2).
0	0	<ul style="list-style-type: none"> • Nothing worthy of credit.

Question 8: Analyse, evaluate and compare the arguments presented in the above extracts concerning the extent of change to the ideology of the Labour Party under the leadership of Jeremy Corbyn.

Indicative content

In their analyses, evaluation and comparison of arguments presented in both of the above extracts students should be expected to cover areas such as the following:

- Analysis, evaluation and comparison of the argument that the Labour Party would ensure that the state takes a much larger role in the economy.
- Analysis, evaluation and comparison of the argument that the Labour Party is now committed to moving away from the post-Thatcherite consensus.
- Analysis, evaluation and comparison of the argument the Labour Party has changed ideologically to reflect the changing political beliefs of the UK.
- Analysis, evaluation and comparison of the argument that many senior figures in the Labour Party hold more centrist views and can be described as social democrats.
- Analysis, evaluation and comparison of the argument that the Labour Party should remain a party that focuses on electoral success rather than political ideology.
- Analysis, evaluation and comparison of the argument that a significant increase in the role of the state in the economy could be counter-productive.
- The analysis and evaluation of any political information is affected by:
 - who the author is – their position or role
 - the type of publication – newspaper, academic journal, electronic media
 - the overt or implicit purpose of the author – to inform, persuade or influence
 - the relevance of the extract to a political issue or concern, and how representative the extract is of a particular viewpoint.

Candidates will be expected to address some of these factors in their analysis and evaluation of the extract.

In relation to the extracts for this question reference could be made to Extract 1 being published by a well-known political website whose aim would be to inform those reading of events and has a vested interest in doing so accurately to maintain its reputation. Analysis of Extract 2 could discuss that it was published in a broadsheet newspaper and that the purpose of the article is to inform and influence. Students may also note that the Observer is traditionally seen as a left of centre newspaper and therefore will present arguments from this political perspective more favourably.

Students are required to analyse and evaluate the arguments presented in the extracts. Students who identify which arguments support which of the different views may be awarded marks for analysis (AO2). To gain marks for evaluation (AO3) the student must focus on which arguments in the extracts, in their judgement, are stronger.

The analysis and evaluation must clearly focus on the arguments presented in the extracts. Students would not need to cover each and every one of the above points to gain high marks; equally, some may introduce further relevant points and these should be credited. The conclusion should clearly focus on the issue in question. In their evaluation, it does not matter what view students reach. However, their position must be supported by their arguments and examples.

Students who fail to focus their discussion on the arguments in the extracts, however complete their answers may otherwise be, cannot achieve above level 2.

Although synopticity is not a requirement of the question, synoptic points could be introduced by students to support their evaluation of the extracts, and if relevant, credit should be given.

Level of response mark scheme for 25-mark essay

Question 9: ‘There is a participation crisis in British politics.’ Analyse and evaluate this statement.

Question 10: ‘Pressure groups undermine rather than enhance representative democracy.’ Analyse and evaluate this statement.

Target AO1: 7 marks, AO2: 10 marks, AO3: 8 marks

Level	Marks	Descriptors
5	21–25	<ul style="list-style-type: none"> • Accurate knowledge and understanding of relevant political concepts, institutions and processes are consistently used to support analysis of the issue under discussion (AO1). • Analysis is balanced and consistently developed (AO2). • Synoptic links will be well explained, are focused on the question and fully supported with relevant and developed examples (AO2). • Evaluation leads to substantiated conclusions that are consistent with the preceding discussion (AO3). • Relevant perspectives are evaluated in the process of constructing arguments (AO3). • The answer is well organised, coherent and has an analytical focus on the question (AO2).
4	16–20	<ul style="list-style-type: none"> • Accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support analytical points relevant to the issue under discussion, though inaccuracies and omissions are occasionally evident (AO1). • Analysis is balanced and is developed for the most part (AO2). • Synoptic links are relevant to the questions as set, and supported with examples (AO2). • Evaluation leads to conclusions that are consistent with the preceding discussion but may lack balance (AO3). • Relevant perspectives are developed in the process of constructing arguments, though evaluation is inconsistently developed (AO3). • The answer is organised, generally coherent and focused on the question as set (AO2).
3	11–15	<ul style="list-style-type: none"> • Largely accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support many points made, though inaccuracies and omissions are evident (AO1). • Analysis is largely balanced and is developed in places, though some points are descriptive rather than analytical (AO2). • Synoptic links tend to be limited and undeveloped (AO2). • Some evaluation is developed, leading to conclusions that require further substantiation (AO3). • Relevant perspectives are occasionally developed in the process of constructing arguments, though evaluation requires more development (AO3). • The answer is organised and is largely focused on the question (AO2).

2	6–10	<ul style="list-style-type: none"> • Some accurate knowledge and understanding of relevant political concepts, institutions and processes are used to support points made but many inaccuracies and omissions are evident (AO1). • Analysis is attempted and shows some balance, though many points will be descriptive. Where explanation is attempted, it is not developed or sustained (AO2). • Synoptic links tend to be limited and often unsupported by examples; few if any points from the wider examples are offered (AO2). • Some attempt to draw conclusions is made, but these lack depth and clear development from the preceding discussion (AO3). • Relevant perspectives on politics are identified, but evaluation is superficial (AO3). • The answer shows some organisation and makes some attempt to address the question (AO2).
1	1–5	<ul style="list-style-type: none"> • Limited knowledge and understanding of relevant political concepts, institutions and processes, with inaccuracies and irrelevant material present throughout (AO1). • Analysis takes the form of description and assertion, with little or no attempt made at balance (AO2). • Synoptic links tend to be superficial and undeveloped (AO2). • Conclusions, when offered, are asserted and have an implicit relationship to the preceding discussion (AO3). • Little or no evaluation of relevant perspectives is present (AO3). • The answer shows little organisation and does not address the question (AO2).
0	0	<ul style="list-style-type: none"> • Nothing worthy of credit.

Question 9: ‘There is a participation crisis in British politics.’ Analyse and evaluate this statement.

Indicative content

In the analysis and evaluation of the statement students may be expected to cover areas such as the following:

- Analysis and evaluation of the level of turnout in Westminster elections. The fact that levels are low by historical standards but have steadily increased in recent elections.
- Analysis and evaluation of the turnout in different forms of elections to devolved bodies, local government and the European Union.
- Analysis and evaluation of variable levels of participation in society such as age, social class and other demographic factors. Students may also reflect on the impact of first past the post on turnout in marginal and safe seats.
- Analysis and evaluation of the level of participation in political parties in the UK. Instances where party memberships have increased and also decreased and the extent to which members in these parties have the capacity to influence policy.
- Analysis and evaluation of impact of the use of referendums on participation. Students may reflect on the ability of referendums to engage voters but also on the implications of democratic overload.
- Challenge to the statement in question by considering the extent to which alternative forms of participation such as direct action, and interest groups have provided opportunities for participation.

- Analysis and evaluation of the reasons for abstention and no participation, candidates may consider concepts such as political apathy, political consensus, and partisan dealignment in their answers.
- Evaluation of the term “crisis” in all of the above, and the degree to which this a fair description of the state of UK democracy.

Synoptic links may be found in areas such as electoral systems, political parties, partisan and class dealignment, multi-level governance, pressure groups and the use of referendums. Any response that does not include synoptic points cannot achieve above level 4.

Students are not required to cover all the above areas to gain high marks. Equally, some may introduce further points and these should be credited. It does not matter what view students reach. In their evaluation, they may agree with the statement, disagree with it or take an intermediate position.

Question 10: ‘Pressure groups undermine rather than enhance representative democracy.’ Analyse and evaluate this statement.

Indicative content

In the analysis and evaluation of the statement students may be expected to cover areas such as the following:

- Analysis and evaluation of the role that pressure groups can play in policy making and legislation, such as the role of policy networks and communities and the potential provision of expertise in decision making.
- Analysis and evaluation of competition between interest groups in policy making such as the suggestion that pressure groups provide a wide range of views to decision makers when making decisions.
- Analysis and evaluation of the suggestion that pressure groups provide citizens with an opportunity to participate in the political process between elections.
- Analysis and evaluation of the ability of pressure groups to represent different groups in society such as the potential for pressure groups to represent minorities who may otherwise have little influence in a representative democracy.
- Analysis and evaluation of the extent to which some pressure groups may be favoured by decision-makers and that this narrows rather than increases the range of views in decision making.
- Analysis and evaluation of the suggestion that some pressure groups obtain influence by financial rather than democratic means, such as the role of professional lobbyists and the significance of party funding in relation to access to senior politicians.
- Analysis and evaluation of the extent of internal democracy in pressure groups and the extent to which they can claim to represent their membership
- Analysis and evaluation of the extent to which the activities of pressure groups can undermine the decisions of democratically elected officials.

Synoptic links may be found in areas such as political parties, parliament, the executive, political participation and democracy. Any response that does not include synoptic points cannot achieve above level 4.

Students are not required to cover all the above areas to gain high marks. Equally, some may introduce further relevant points and these should be credited. It does not matter what view students reach. In their evaluation, they may agree with the statement, disagree with it or take an intermediate position.