



AS Politics

7151 - Government and Politics of the UK
Mark scheme

June 2018

Version/Stage: 1.0 Final

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

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

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

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, ie 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 methods of parliamentary scrutiny by the House of Commons.

Question 2: Explain, with examples, the powers of the Scottish Parliament.

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 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 methods of parliamentary scrutiny used by the House of Commons.

Indicative content

In their explanation of the convention of parliamentary scrutiny, students may cover areas such as the following:

- definition of parliamentary scrutiny: (The role of legislature in examining and questioning the work of the executive)
- explanation of the methods (PMQs, Ministers question time, debates, the Opposition days, departmental select committees, public bill committees)
- examples of these methods in British parliament, illustrating with historic or recent examples. Students may cite examples such as notable performances at prime minister's questions time, key votes that the government have won to either legitimate their policy (such as the votes on military action in Libya) or as a challenge to a proposed policy (such as the government's 2013 defeat on military action in Syria), notable moments in departmental select committees such as George Osborne being questioned about the "pasty tax" after the 2012 budget, and the role and resources of the official Opposition.

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 powers of the Scottish Parliament.

Indicative content

In their explanation of the powers of the Scottish Parliament students may cover areas such as the following:

- students should explain that the Scottish Parliament has primary legislative powers in devolved areas
- explain the areas of primary legislative powers such as Health and Education. Students may also explain that these are limited by “reserved powers” for central government such as foreign and defence policy, though this is not required it should be given credit
- explain that the Scottish Parliament also has the ability to vary the rate of income tax from the rest of the United Kingdom
- explain that as a result of the 2014 independence referendum the 2016 Scotland Act granted new powers such as control of certain benefit payments and voting rights (for the Scottish Parliament elections)
- explain that policy innovations first implemented in Scotland can lead to similar legislation across the United Kingdom and that the first minister and Scottish government can influence the political debate across the UK
- examples to illustrate the powers of the Scottish Parliament such as the banning of smoking in public places, free university tuition, the voting age for the Scottish Parliament being reduced to 16, a charge for plastic bags in shops, and Nicola Sturgeon’s (and the SNP government in general) stated policy goal of keeping the UK in the single market after withdrawal from EU.

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 both of the above extracts concerning the need for a codified constitution in the United Kingdom.

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 focussed 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 both of the above extracts concerning the need for a codified constitution in the United Kingdom.

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 uncodified constitution such as the difficulty in establishing powers of different branches, the lack of entrenched provisions, and potential for the executive in particular to be too dominant (students may make reference to an “elective dictatorship”)
- analysis and evaluation of retaining an uncodified constitution such the preservation of “distinctively British” arrangements that are a symbol of political stability and historical success, the flexibility of the constitution and preservation of the central constitutional principle of parliamentary sovereignty
- comparison of the arguments with regards to the process of amending the constitution, the preservation of tradition versus the need to update elements of the constitution that may be considered outdated and the benefits and disadvantages of codifying the powers of the different branches of government and the checks and balances between them (limited government versus potential legislative and policy gridlock)
- 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

In relation to the extracts for this question reference should be made to the fact that source 1 was published in a research report at UCL and that the purpose of the research is to inform and influence. They make reference to the fact that a select committee report also has the purpose to inform and influence but that also it is a document that is approved by backbench MPs and so would have had a political purpose to sustain a particular point of view.

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

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, if relevant, credit should be given.

Level of response mark scheme for 25-mark essay

Question 4: ‘The Cabinet is no longer the main decision-making body in the UK.’ Analyse and evaluate this statement.

Question 5: ‘Recent reforms have increasingly politicised the judiciary.’ 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 focussed 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 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 4: ‘Cabinet is no longer the main decision-making body in the UK.’ 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 of cabinet government; that all major policy decisions will be discussed at cabinet level, a consensus reached and that government ministers will be bound by the convention of collective ministerial responsibility
- analysis and evaluation of the impact of political uses of the prime minister’s patronage power on discussions and decisions in cabinet. For example, the prime minister may choose to give a consolation to a defeated rival, choose ideological sympathisers, the need for ideological balance and the impact that this can have on policy making. For example, cabinet members may be inherited from a previous administration (as when Brown replaced Blair or May replaced Cameron), MPs with particular expertise may be regarded as indispensable (Heseltine in the Major cabinet) potential trouble makers may be better in than out (Johnson in the current cabinet), dominant political personalities cannot easily be omitted or sacked, (Brown in the Blair cabinet), MPs with a strong following in the parliamentary party cannot easily be omitted (Prescott in the Blair cabinet)
- analysis and evaluation of practical limitations on the role that cabinet can play in policy and

decision making given the size and complexity of government. Students may make reference to the role of government departments and the civil service in making decisions as well as the growth of the Downing Street policy unit particularly under Tony Blair and the reality that cabinet typically meets for no more than a couple of hours once a week

- analysis and evaluation of the influence of the mass media and the increasingly presidential approach to media coverage. This could be illustrated by reference to cases where the prime minister has been the focus of coverage during a time of crisis or has set the policy agenda with public pronouncements. For example, the response of Tony Blair in the wake of terrorist attacks, Gordon Brown's response to the stock market crash in 2008 or the Margaret Thatcher's this "lady's not for turning" speech to conference in 1980. Students may make reference to Foley and the concept of "spatial leadership"
- analysis and evaluation of the role and influence of cabinet committees and inner (or "kitchen") cabinets. Students may use examples such as "wets" and "dries" under Thatcher, "sofa" government under Blair or the "Quad" under Cameron's coalition administration
- analysis and evaluation of how these factors vary over time.

Synoptic links may be found in areas such as party discipline, the fusion of powers, influence of the media and the personal credibility of party leaders on the outcome of elections. 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: 'Recent reforms have increasingly politicised the judiciary.' 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 long-standing provisions of judicial neutrality (for example the Kilmuir guidelines). Relevant examples such Lord Scarman in the Pinochet case may be cited as exceptions to support the proposition in the question or to challenge it
- analysis and evaluation of the impact of the constitutional principle of the rule of law and the requirement of judges to provide legal justification for their decisions in the operation of precedent. Students may use this to either support or challenge the statement, citing both the rigidity this gives judges but also the power the Supreme Court has in the creation of common law
- analysis and evaluation of the long-standing provisions to protect judicial independence; such as the security of tenure, contempt of court conventions, and the consolidated fund. Students may use this as evidence to support or challenge the statement with relevant examples and considering the limitations of these provisions
- analysis and evaluation of the impact of the Constitutional Reform Act; the creation of a Supreme Court, the reforms to the role of the Lord Chancellor, and reforms to the appointment of senior judges on the recommendation of the Judicial Appointments Commission
- analysis and evaluation of the composition of the judiciary either as a disproportionately white male, middle class, and Oxbridge educated group, and also recent examples to suggest that they are increasingly considered to hold liberal views, and pursue a human rights agenda
- analysis and evaluation of the powers of the judiciary in presiding over judicial review. High

profile cases (for example the recent review of triggering Article 50 of the European Treaty) may be used to cite both the ability to act as a check on the executive or the limitations of the process

- analysis and evaluation of the impact of the Human Rights Act, The European convention on Human Rights and the European Court of Justice, and the extent that this has brought judges into the political arena
- students should be able to evaluate how the politicisation has varied over a period of time
- analysis, evaluation and comparison of the British judiciary with the judiciary of other countries (eg the USA) may be made.

Synoptic links may be found in areas such as, recent constitutional changes, fusion of powers, scrutiny of the executive, and the European Union. 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 concept of pluralism.

Question 7: Explain, with examples, one electoral system used to elect a devolved body in Scotland, Wales or Northern Ireland.

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 concept of pluralism.

Indicative content

In their explanations of pluralisms students may cover areas such as the following:

- explanation in a pluralist society power is dispersed across society rather than power being concentrated in the hands of an elite
- explanation that there will be many opportunities and access points for citizens and pressure groups to participate in the policy making process
- explanation in a pluralist society that there are a variety of competing interest groups and points of view, and these compete for success
- students may make reference to the work of seminal thinkers, for example, Robert Dahl
- examples which illustrate the operation of pluralism in the UK (for example Forest and ASH with regards to health policy on smoking).

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, one electoral system used to elect a devolved body in Scotland, Wales or Northern Ireland.

Indicative content

In their explanations of one electoral system students may cover areas such as the following:

- the use of the Additional Member System for elections to the Scottish Parliament, Welsh Assembly. Students could explain the operation of the system including the purpose of the 2 ballots and how they relate to one another. Students may also explain the likely effects of the system, such as coalition or minority governments and a greater representation of smaller parties than in Westminster
- the use of the Single Transferable Vote for elections to the Northern Ireland Assembly. Students may explain how the system operates, including multi-member constituencies with preferential voting

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. If there is discussion of more than one electoral system only the strongest discussion should be credited.

Level of response mark scheme for a 12-mark question

Question 8: Analyse, evaluate and compare the arguments presented in both of the above extracts for and against the use of referendums in the UK.

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 focussed 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 both of the above extracts for and against the use of referendums in the UK.

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 referendums provide a definitive political answer to constitutional questions
- analysis, evaluation and comparison of the argument that the people directly voting on an issue is the most legitimate form of decision making and that consent from the people is required for significant political issues
- analysis, evaluation and comparison of the argument that referendums have the capacity to resolve controversial issues that government cannot
- analysis, evaluation and comparison of the argument that a binary question is an inappropriate way for complex policy debates to be resolved
- analysis, evaluation and comparison of the argument that referendum campaigns can engage citizens in the political process
- analysis, evaluation and comparison of the argument that referendum campaigns may be influenced by populist ideas with unachievable aims
- 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

In relation to the extracts for this question reference should be made to source 1 being published in a manifesto and therefore having an explicitly political purpose to persuade voters of the merits of a political party's policy. Reference should be made source 2 being written by a university academic whose purpose is to inform and influence those reading it.

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

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 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 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 sources, if relevant, credit should be given.

Level of response mark scheme for 25 mark essay

Question 9: 'Britain can only accurately be described as having a two-party system.' Analyse and evaluate this statement.

Question 10: 'The campaign is increasingly important in determining the outcome of UK general elections.' 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 focussed 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: ‘Britain can only accurately be described as having a two-party system.’ Analyse and evaluate this statement.

Indicative content

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

- analysis and evaluation of the impact of the long-term factors of voting behaviour such as social class, ethnicity, gender and age, with regards to the extent that they provide the Conservative and Labour parties with a reliable base of voters
- analysis and evaluation of the effect of the FPTP electoral system such as the promotion of a two-party-dominant system, the restriction of opportunities for minority parties, the prevention of extremism, the existence of safe seats. Students may cite that the system can favour minor parties with a strong regional concentration of support such as the SNP that challenge the dominance of the Labour and Conservative parties
- analysis and evaluation of the effects “catch all” parties that have sought to broaden their appeal such as “New Labour” and “compassionate conservatism”
- analysis and evaluation of the adversarial nature of Parliament encouraging a two-party system by providing preferential status (in terms of both funding and public profile to the largest opposition party over other parties not in government)
- analysis and evaluation of the successes of minority parties such as UKIP, the SNP and Greens in

elections to devolved bodies, the European Parliament and local elections

- challenge to the statement in question by considering the extent to which recent elections have failed to produce governments with large working majorities requiring either minority or coalition government
- analysis and evaluation of dominant party system theory, to suggest that one party (most likely the Conservative party) tends to dominate government and elections over a long period of time
- analysis of the system of party funding which has a very limited role for the state. This can be used to support the statement (the assistance the unions give to Labour and business to the Conservatives) or challenge the statement (the comparatively low limits on spending to other countries such as the USA that limits the advantage of the two major parties).
- analysis and evaluation of the impact of the long-term factors of voting behaviour such as social class, ethnicity gender and age, with regards to the extent that they provide the Conservative and Labour parties with a reliable base of voters

Synoptic links may be found in areas such as electoral systems, electoral behaviour, partisan and class dealignment, devolution, and the structure of Parliament. 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: “The campaign is increasingly important in determining the outcome of UK general elections.’ 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 activities in the campaign, rallies and public events, televised debates, party election broadcasts, print and social media campaigns
- analysis and evaluation of the process of partisan dealignment in politics and the suggestion that there is increased voter volatility, that results in less predictable election results
- analysis and evaluation of socio economic factors of voting behaviour. Students may cite class dealignment and the reasons for this, using examples from recent elections to illustrate this
- analysis and evaluation of the impact of the electoral system, the existence of safe seats and the importance of a small proportion of seats that are considered “marginal”
- analysis and evaluation of demographic factors of voting behaviour such as age, gender, and ethnicity, students may point out that increasingly sophisticated “profiling” of voters is now done by political parties suggesting that parties have an electoral base that needs to be mobilised to vote rather than persuaded to support a party
- analysis and evaluation of the impact of election campaigns in either overcoming or exacerbating political apathy
- analysis and evaluation of other factors in voting behaviour such as the role of the party leader, the state of the economy, major political events (such as the terrorist attacks during the 2017 election), the policies of the major parties
- analysis and evaluation of how the significance of the campaign has varied over time.

Synoptic links may be found in areas such as electoral systems, participation, manifestos and party ideologies. 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.