



Rewarding Learning

ADVANCED
General Certificate of Education
January 2012

Government and Politics

Assessment Unit A2 1

Comparative Government

[AQ211]

TUESDAY 24 JANUARY, MORNING

**MARK
SCHEME**

General Marking Instructions

These mark schemes are intended to ensure that the AS/A2 examinations are marked consistently and fairly. The mark schemes provide examiners with an indication of the nature and range of candidate responses likely to be worthy of credit. They also set out the criteria which they should apply in allocating marks to candidates' responses. The mark scheme should be read in conjunction with these general marking instructions which apply to all papers.

Quality of candidates' responses

In marking the examination papers, examiners will be looking for a quality of response reflecting the level of maturity which may reasonably be expected of 17- and 18-year-olds, which is the age at which the majority of candidates sit their AS/A2 examinations.

Flexibility in marking

The mark schemes which accompany the specimen examination papers are not intended to be totally prescriptive. For many questions, there may be a number of equally legitimate responses and different methods by which the candidates may achieve good marks. No mark scheme can cover all the answers which candidates may produce. In the event of unanticipated answers, examiners are expected to use their professional judgement to assess the validity of answers. If an answer is particularly problematic, then examiners should seek the guidance of the Supervising Examiner for the paper concerned.

Positive marking

Examiners are encouraged to be positive in their marking, giving appropriate credit for valid responses rather than penalising candidates for errors or omissions. Examiners should make use of the whole of the available mark range for any particular question and be prepared to award full marks for a response which is as good as might reasonably be expected for 17- and 18-year-old GCE candidates. Conversely, marks should only be awarded for valid responses and not given for an attempt which is completely incorrect or inappropriate.

Types of mark schemes

Mark Schemes for questions which require candidates to respond in extended written form are marked on the basis of levels of response which take account of the quality of written communication. These questions are indicated on the cover of the examination paper.

Other questions which require only short answers are marked on a point for point basis with marks awarded for each valid piece of information provided.

Levels of Response

Questions requiring extended written answers are marked in terms of levels of response. In deciding which level of response to award, examiners should look for the “best fit” bearing in mind that weakness in one area may be compensated for by strength in another. In deciding which mark within a particular level to award any response, examiners are expected to use their professional judgement. The following guidance is provided to assist examiners:

Threshold performance: Response which just merits inclusion in the level and should be awarded a mark at or near the bottom of the range.

Intermediate performance: Response which clearly merits inclusion in the level and should be awarded a mark at or near the middle of the range.

High performance: Response which fully satisfies the level description and should be awarded a mark at or near the top of the range.

Quality of Written Communication

Quality of written communication is taken into account in assessing candidates' responses to all questions that require them to respond in extended written form. These questions are marked on the basis of levels of response. The description for each level of response includes reference to the quality of written communication which is incorporated within the marks awarded for AO3. Where the quality of candidates' subject knowledge and understanding is not matched by the quality of written communication, marks awarded will not exceed the maximum for Level 4.

Option A: The United Kingdom and the United States of America

Section A

1 Background

As stated in the Source, those who drew up the Constitution had as one of their principal aims the avoidance of executive tyranny. The Constitution embodied mechanisms to give expression to this aim. The Source refers to the system of checks and balances that required the President to obtain the agreement of another body, usually Congress. The system of checks and balances was a consequence of the separation of powers which is a central feature of the Constitution. Federalism is another mechanism intended to restrict the President's power.

Many argue that the growth in presidential power demonstrates that the Constitution's aim has not been achieved. This is apparent in the debate about the "Imperial Presidency". Candidates should identify the ways in which presidential power has grown and the reasons for this. They should also explain the evidence that suggests that the Presidents remains constrained by both Congress and the Supreme Court. A hostile Congress severely limits a President's power.

Weaker answers will tend to rely upon the Source and provide little further evidence. Better answers will be balanced and will offer a range of evidence.

If an answer makes no reference to the Source a maximum of Level 4 can be awarded.

If an answer contains no reference to evidence beyond the Source a maximum of Level 3 can be awarded.

If an answer is completely one-sided and lacks balance a maximum of Level 4 can be awarded.

Level 1 ([1]–[6])

AO1: 2 marks; AO2: 3 marks; AO3: 1 mark

The candidate demonstrates limited knowledge and understanding of the debate about executive dominance and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or contains no evidence or examples (AO1). There is little analysis and evaluation of political information, arguments and explanations (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

Level 2 ([7]–[12])

AO1: 4 marks; AO2: 6 marks; AO3: 2 marks

The candidate demonstrates outline knowledge and understanding of the debate about executive dominance but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple

evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

Level 3 ([13]–[18])

AO1: 6 marks; AO2: 9 marks; AO3: 3 marks

The candidate demonstrates sound knowledge and understanding of the debate about executive dominance but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

Level 4 ([19]–[24])

AO1: 7 marks; AO2: 12 marks; AO3: 5 marks

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the debate about executive dominance and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

Level 5 ([25]–[30])

AO1: 8 marks; AO2: 15 marks; AO3: 7 marks

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the debate about executive dominance and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[30]

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Section B**2 Background**

The principle of ministerial responsibility requires ministers to be responsible in two senses. First, they are responsible as individuals for their own conduct and are bound by a code of ministerial conduct designed to prevent the abuse of power for personal advantage. Second, they are responsible for both the policies and practice of their department, including its officials. The principle requires a minister to resign for misconduct or for a failure of policy.

If no example is provided a maximum of [4] can be awarded.

(AO1: 5 marks)

[5]

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3 Background

Congressional committees are extremely powerful bodies and one reason for this are the powers granted to them by the Constitution to hold the Executive to account. The committees enjoy several powers in relation to the legislative process that enable them, should they decide, to “pigeonhole” or to kill a Bill. Committee Chairs act as “gatekeepers” when it comes to legislation. The committees can also exercise their investigative powers, choosing to inquire into any matter. Committee reports carry a great deal of weight. Members of the Executive and other citizens can be summoned to appear before a committee for detailed questioning. Committees have the power to subpoena individuals to appear before them. The fact that these meetings are televised adds another dimension to committee powers.

If there is no reference to any evidence/examples a maximum of Level 3 can be awarded.

If only one way is identified a maximum of Level 3 can be awarded.

(AO1: 5 marks; AO2: 5 marks)

Level 1 ([1]–[2])

AO1: 1 mark; AO2: 1 mark

The candidate demonstrates limited knowledge and understanding of the powers of Congressional Committees and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or no evidence or examples (AO1). There is little analysis of political information, arguments and explanations (AO2).

Level 2 ([3]–[4])

AO1: 2 marks; AO2: 2 marks

The candidate demonstrates outline knowledge and understanding of the powers of Congressional Committees but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant general or irrelevant material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations (AO2).

Level 3 ([5]–[6])**AO1: 3 marks; AO2: 3 marks**

The candidate demonstrates sound knowledge and understanding of the powers of Congressional Committees but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question. The response contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations (AO2).

Level 4 ([7]–[8])**AO1: 4 marks; AO2: 4 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the powers of Congressional Committees and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations (AO2).

Level 5 ([9]–[10])**AO1: 5 marks; AO2: 5 marks**

The candidate demonstrates precise knowledge and understanding of the powers of Congressional Committees and deploys this to produce an exemplary response to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations (AO2). [10]

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4 Background

The received wisdom is that members of the House are more effective legislators than MPs. The level of executive dominance in the UK reduces MPs to the role of legislative “rubber stamps”. The government’s majority, party loyalty, party discipline and MPs’ careerist aspirations all combine to give the government a dominant position. By contrast, members of the House are independents, primarily motivated by their desire to be re-elected. They support legislation that meets the needs of those constituents.

Candidates should balance this view by noting that MPs are not powerless when it comes to legislation. The high failure rate of legislation in the US questions just how effective members of the House are.

Weaker answers will tend to be unbalanced and offer a limited range of evidence. Stronger answers will both compare and contrast and will have greater evidence.

If an answer contains no relevant evidence/examples a maximum of Level 3 can be awarded.

If an answer is very unbalanced a maximum of Level 4 can be awarded.

Level 1 ([1]–[5])**AO1: 2 marks; AO2: 2 marks; AO3: 1 mark**

The candidate demonstrates limited knowledge and understanding of the legislative powers of MPs and members of the House of Representatives and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

Level 2 ([6]–[10])**AO1: 3 marks; AO2: 5 marks; AO3: 2 marks**

The candidate demonstrates outline knowledge and understanding of the legislative powers of MPs and members of the House of Representatives but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

Level 3 ([11]–[15])**AO1: 4 marks; AO2: 8 marks; AO3: 3 marks**

The candidate demonstrates sound knowledge and understanding of the legislative powers of MPs and members of the House of Representatives but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

Level 4 ([16]–[20])**AO1: 5 marks; AO2: 11 marks; AO3: 4 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the legislative powers of MPs and members of the House of Representatives and uses this to fully address the requirements of the question. Accurate evidence and examples are

deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

Level 5 ([21]–[25])

AO1: 6 marks; AO2: 14 marks; AO3: 5 marks

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the legislative powers of MPs and members of the House of Representatives and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [25]

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5 (a) Background

UK governments have traditionally been single party majority governments with an in-built majority in the House of Commons. Strong party loyalty and discipline have enabled governments to successfully pursue their policy objectives and to last their full term in power.

The examples of the Thatcher and Blair governments are often referred to in this context. By contrast, US governments may be durable but they are frequently ineffective and weak. The separation of powers in the US means that the Executive is often checked by a hostile Congress. Presidents are unable to achieve their policy goals and are forced into compromises and humiliating climb downs. Clinton's failure to deliver on health care reform and gays in the US military are classic examples of this.

This view is not the full story. Not all British governments are strong or durable. This was true of the Callaghan and Major Governments. This may become even more true now that the era of coalition politics has arrived. Not all American Presidents have been weak and ineffective. Presidents may remain very powerful in foreign affairs even when they struggle to pass domestic legislation.

Weaker answers will lack balance and have limited concrete evidence. Stronger answers will have more evidence and be better balanced. If an answer contains no evidence/examples a maximum of Level 3 can be awarded.

If an answer is totally one-sided and unbalanced a maximum of Level 4 can be awarded.

Level 1 ([1]–[6])**AO1: 2 marks; AO2: 3 marks; AO3: 1 mark**

The candidate demonstrates limited knowledge and understanding of the strength and effectiveness of governments in the UK and USA and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

Level 2 ([7]–[12])**AO1: 4 marks; AO2: 6 marks; AO3: 2 marks**

The candidate demonstrates outline knowledge and understanding of the strength and effectiveness of governments in the UK and USA but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

Level 3 ([13]–[18])**AO1: 6 marks; AO2: 9 marks; AO3: 3 marks**

The candidate demonstrates sound knowledge and understanding of the strength and effectiveness of governments in the UK and USA but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

Level 4 ([19]–[24])**AO1: 7 marks; AO2: 12 marks; AO3: 5 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the strength and effectiveness of governments in the UK and USA and uses this to fully address the

requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

Level 5 ([25]–[30])

AO1: 8 marks; AO2: 15 marks; AO3: 7 marks

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the strength and effectiveness of governments in the UK and USA and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [30]

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(b) Background

Many observers claim that there has been a concentration of political power in many democratic political systems in recent years. In the United States there has been a steady growth in presidential power since before the Second World War with the US Cabinet now little more than an advisory body. In the UK a similar process has occurred with similar consequences for the principle of cabinet government. One key reason for this increase in power has been the ever greater reliance of both presidents and PMs upon personal advisers rather than upon their Cabinet colleagues. For some, the Chief of Staff in the White House and the Director of Communications in Number Ten are now pivotal to the power structures in both systems.

However, personal advisers are only one reason for the growth in Presidential and Prime Ministerial power and candidates should discuss these factors. These factors may include the growing influence of the mass media and the personalisation of politics; the style of recent political leaders; institutional changes in both systems; the general trend towards centralisation of power. Candidates should also consider that the argument of greater Presidential and Prime Ministerial power has been overstated. Neither is as powerful as the argument above suggests. Weaker answers will lack balance and have limited concrete evidence. Stronger answers will have more evidence and be better balanced. If an answer contains no evidence/examples a maximum of Level 3 can be awarded.

If an answer is totally one-sided and unbalanced a maximum of Level 4 can be awarded.

Level 1 ([1]–[6])**AO1: 2 marks; AO2: 3 marks; AO3: 1 mark**

The candidate demonstrates limited knowledge and understanding of the debate about the powers of the President and Prime Minister and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

Level 2 ([7]–[12])**AO1: 4 marks; AO2: 6 marks; AO3: 2 marks**

The candidate demonstrates outline knowledge and understanding of the debate about the powers of the President and Prime Minister but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

Level 3 ([13]–[18])**AO1: 6 marks; AO2: 9 marks; AO3: 3 marks**

The candidate demonstrates sound knowledge and understanding of the debate about the powers of the President and Prime Minister but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

Level 4 ([19]–[24])**AO1: 7 marks; AO2: 12 marks; AO3: 5 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the debate about the powers of the

President and Prime Minister and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

Level 5 ([25]–[30])

AO1: 8 marks; AO2: 15 marks; AO3: 7 marks

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the debate about the powers of the President and Prime Minister and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [30]

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Option B: The United Kingdom and the Republic of Ireland

Section A

1 Background

The Source suggests that the power to change the Irish constitution rests with the Irish people who can alter it through the process of amendment. On the other hand, it has been argued that it is the judiciary who have brought about the most significant changes to the constitution through the process of judicial review. While it does not amount to a formal amendment, a judicial review will change how the constitution is interpreted and applied. This in effect amounts to alteration of the constitution. Those who support this view would agree with the assertion that the constitution “is what the judges say it is.”

The alternative view is that the most far reaching and significant changes to Bunreacht Na hÉireann have occurred through formal referendum. The argument that the Irish people are primarily responsible for changing the constitution is, therefore, largely correct.

Candidates need to support both arguments with relevant evidence and refer to examples of formal amendments and judicial reviews.

Weaker answers will tend to rely upon the Source and provide little further evidence. Better answers will be balanced and will offer a range of evidence.

If a candidate makes no reference to the Source a maximum of Level 4 can be awarded.

If a candidate provides no evidence beyond the Source a maximum of Level 3 can be awarded.

If an answer lacks balance and is completely one-sided a maximum of Level 4 can be awarded.

Level 1 ([1]–[6])

AO1: 2 marks; AO2: 3 marks; AO3: 1 mark

The candidate demonstrates limited knowledge and understanding of the debate about the reform of the constitution and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material and/or makes general statements and/or contains no evidence or examples (AO1). There is little analysis and evaluation of political information, arguments and explanations (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

Level 2 ([7]–[12])

AO1: 4 marks; AO2: 6 marks; AO3: 2 marks

The candidate demonstrates outline knowledge and understanding of the debate about the reform of the constitution but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple

evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

Level 3 ([13]–[18])

AO1: 6 marks; AO2: 9 marks; AO3: 3 marks

The candidate demonstrates sound knowledge and understanding of the debate about the reform of the constitution but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

Level 4 ([19]–[24])

AO1: 7 marks; AO2: 12 marks; AO3: 5 marks

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the debate about the reform of the constitution and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

Level 5 ([25]–[30])

AO1: 8 marks; AO2: 15 marks; AO3: 7 marks

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the debate about the reform of the constitution and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

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Section B**2 Background**

Patronage powers refers to the ability of a Prime Minister or Taoiseach to make appointments. The Prime Minister derives this power from convention as part of the royal prerogative powers that the PM now holds. The Taoiseach's patronage powers are specifically set out in the Irish constitution. The most visible patronage power is that which involves the choosing of members of the Executive and especially the Cabinet. The PM and the Taoiseach can also make a significant number of other patronage appointments. The power also extends to being able to remove an individual from a position.

If a relevant example is not included, a maximum of [4] can be awarded.

(AO1: 5 marks)

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3 Background

TDs have, on paper, considerable ability to influence legislation. First, they have the power to introduce a private piece of legislation as a member of the Dáil. Second, they can participate in debates on Government legislation at the various stages in the passage of a Bill. TDs can amend and indeed reject legislation. As members of Oireachtas committees, TDs can comment on executive legislation and make suggestions for new laws. Many TDs seek to influence opinion on legislation through statements to the media. Government TDs can seek to influence legislation when it is being considered by the government and before it is introduced to the House.

If there is no reference to any evidence a maximum of Level 3 can be awarded.

If only one way is identified a maximum of Level 3 can be awarded.

Level 1 ([1]–[2])

AO1: 1 mark; AO2: 1 mark

The candidate demonstrates limited knowledge and understanding of how TDs may influence legislation and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or no evidence or examples (AO1). There is little analysis of political information, arguments and explanations (AO2).

Level 2 ([3]–[4])

AO1: 2 marks; AO2: 2 marks

The candidate demonstrates outline knowledge and understanding of how TDs may influence legislation but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant general or irrelevant material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations (AO2).

Level 3 ([5]–[6])**AO1: 3 marks; AO2: 3 marks**

The candidate demonstrates sound knowledge and understanding of how TDs may influence legislation but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question. The response contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations (AO2).

Level 4 ([7]–[8])**AO1: 4 marks; AO2: 4 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of how TDs may influence legislation and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations (AO2).

Level 5 ([9]–[10])**AO1: 5 marks; AO2: 5 marks**

The candidate demonstrates precise knowledge and understanding of how TDs may influence legislation and deploys this to produce an exemplary response to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations (AO2). [10]

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4 Background

The Commons and the Dáil have very similar scrutiny mechanisms at their disposal in carrying out their function of holding the Government to account. These would include Question Time, debates including adjournment debates, committees and voting on legislation as part of the legislative scrutiny role. Individual TDs and MPs can also comment on Executive policy outside the legislature and through the media.

The key difference between the two bodies is one of how seriously scrutiny is regarded by members. It is suggested that MPs tend to see their scrutiny role as a key part of their function as an MP. By contrast, TDs place less emphasis upon scrutiny because it is of limited value in securing re-election. Given the size of the Commons many MPs will never become ministers and are therefore more willing to scrutinise their Government colleagues. TDs have a greater expectation of being in office and “not rocking the boat” is a way of achieving this.

Weaker answers will tend to be unbalanced and offer a limited range of evidence. Stronger answers will both compare and contrast and will have greater evidence.

If an answer contains no relevant evidence/examples a maximum of Level 3 can be awarded.

If an answer is very unbalanced a maximum of Level 4 can be awarded.

Level 1 ([1]–[5])**AO1: 2 marks; AO2: 2 marks; AO3: 1 mark**

The candidate demonstrates limited knowledge and understanding of the scrutiny records of the Commons and Dáil and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

Level 2 ([6]–[10])**AO1: 3 marks; AO2: 5 marks; AO3: 2 marks**

The candidate demonstrates outline knowledge and understanding of the scrutiny records of the Commons and Dáil but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

Level 3 ([11]–[15])**AO1: 4 marks; AO2: 8 marks; AO3: 3 marks**

The candidate demonstrates sound knowledge and understanding of the scrutiny records of the Commons and Dáil but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

Level 4 ([16]–[20])**AO1: 5 marks; AO2: 11 marks; AO3: 4 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the scrutiny records of the Commons and Dáil and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

Level 5 ([21]–[25])**AO1: 6 marks; AO2: 14 marks; AO3: 5 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the scrutiny records of the Commons and Dáil and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [25]

25

5 (a) Background

The context for this question is the election in 2010 of a Conservative/Liberal Democrat coalition Government in the UK. This has added another dimension to the debate about the relative merits of single party and coalition Governments. For much of the twenty five years before 2010, unfavourable comparisons were drawn between the stable and effective Governments of the UK and the weak and unstable coalitions of Ireland. Even at the time many felt this was an unfair judgement as Irish governments proved durable and effective. The evidence of the period since 2010 is that there are many factors that can determine the effectiveness of a Government irrespective of whether it is of the single party or coalition variety.

Weaker answers will lack balance and have limited concrete evidence. Stronger answers will have more evidence and be better balanced.

If an answer contains no relevant evidence/examples a maximum of Level 3 can be awarded.

If an answer is very unbalanced a maximum of Level 4 can be awarded.

Level 1 ([1]–[6])**AO1: 2 marks; AO2: 3 marks; AO3: 1 mark**

The candidate demonstrates limited knowledge and understanding of the stability of the effectiveness of Governments in the UK and Ireland and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

Level 2 ([7]–[12])**AO1: 4 marks; AO2: 6 marks; AO3: 2 marks**

The candidate demonstrates outline knowledge and understanding of the effectiveness of governments in the UK and Ireland but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

Level 3 ([13]–[18])**AO1: 6 marks; AO2: 9 marks; AO3: 3 marks**

The candidate demonstrates sound knowledge and understanding of the effectiveness of governments in the UK and Ireland but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

Level 4 ([19]–[24])**AO1: 7 marks; AO2: 12 marks; AO3: 5 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the effectiveness of governments in the UK and Ireland and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

Level 5 ([25]–[30])**AO1: 8 marks; AO2: 15 marks; AO3: 7 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the effectiveness of governments in the UK and Ireland and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3).

[30]

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(b) Background

In common with many other political systems, the UK and Ireland would seem to have undergone a process of concentration of political power. The main beneficiaries of this process have been the Prime Minister and Taoiseach who have both been able to extend their powers within their political systems. This has resulted in a downgrading of the significance of other members of the Government and the cabinet. Arguably this process had been more limited in Ireland due to the constraints placed on the Taoiseach by being in a coalition government.

The alternative view is that the growth in the powers of both the PM and Taoiseach have been exaggerated. Neither is able to act in a presidential way; both face considerable limitations on their powers; both are vulnerable to being deposed by their colleagues.

Weaker answers will lack balance and have limited concrete evidence. Stronger answers will have more evidence and be better balanced. If an answer contains no relevant evidence/examples a maximum of Level 3 can be awarded.

If an answer is very unbalanced a maximum of Level 4 can be awarded.

Level 1 ([1]–[6])**AO1: 2 marks; AO2: 3 marks; AO3: 1 mark**

The candidate demonstrates limited knowledge and understanding of the debate about the growth of the power of the PM and Taoiseach and makes little attempt to answer the question. The answer is ill-informed and/or has a high degree of irrelevant material. The response contains general statements and/or includes no evidence or examples (AO1). There is little analysis and evaluation of information, arguments and explanations. There is little recognition of basic similarities and differences between political systems (AO2). Spelling, punctuation and grammar contain significant errors. An argument or explanation, if present, is ill-informed and poorly constructed. The level of communication and use of political vocabulary are both limited (AO3).

Level 2 ([7]–[12])**AO1: 4 marks; AO2: 6 marks; AO3: 2 marks**

The candidate demonstrates outline knowledge and understanding of the debate about the growth of the power of the PM and Taoiseach but there are major gaps in this knowledge and understanding and only a limited attempt is made to answer the question. The response contains some relevant material but also significant irrelevant or general material. Some relevant evidence or examples are provided (AO1). There is limited analysis and simple evaluation of political information, arguments and explanations. There is some recognition of basic similarities and differences between political systems (AO2). The quality of spelling, punctuation and grammar is satisfactory. An argument or explanation is constructed although communication and structure tend to be narrative or descriptive. There is some use of appropriate political vocabulary (AO3).

Level 3 ([13]–[18])**AO1: 6 marks; AO2: 9 marks; AO3: 3 marks**

The candidate demonstrates sound knowledge and understanding of the debate about the growth of the power of the PM and Taoiseach but there are some gaps in this knowledge and understanding. The response makes a reasonable attempt at answering the question and contains relevant material along with some more general material. Relevant evidence or examples are provided (AO1). There is sound analysis and evaluation of political information, arguments and explanations. There is a reasonable attempt at comparing political systems (AO2). The quality of spelling, punctuation and grammar is generally good. A structured argument is constructed, displaying effective communication and presentation of ideas. A suitable conclusion is reached and there is good use of appropriate political vocabulary (AO3).

Level 4 ([19]–[24])**AO1: 7 marks; AO2: 12 marks; AO3: 5 marks**

The candidate demonstrates accurate, detailed and comprehensive knowledge and understanding of the debate about the growth of the power of the PM and Taoiseach and uses this to fully address the requirements of the question. Accurate evidence and examples are deployed to illustrate points made (AO1). There is clear and full analysis and evaluation of political information, arguments and explanations. There is effective comparison of political systems (AO2). Spelling, punctuation and grammar are of a consistently high standard. A cogent and coherent argument is constructed which displays clear communication and presentation of ideas. There is extensive use of appropriate political vocabulary and a reasoned conclusion is reached (AO3).

Level 5 ([25]–[30])**AO1: 8 marks; AO2: 15 marks; AO3: 7 marks**

The candidate demonstrates precise, exhaustive and almost flawless knowledge and understanding of the debate about the growth of the power of the PM and Taoiseach and deploys this to produce an exemplary answer to the question. The most relevant and accurate evidence and examples are deployed to illustrate points made extremely effectively (AO1). There is exceptionally thorough and clear analysis and evaluation of political information, arguments and explanations. There is highly effective comparison of political systems (AO2). Spelling, punctuation and grammar are excellent throughout. A thoroughly convincing and logical argument is constructed which displays highly effective communication and presentation of ideas. There is precise and wide-ranging use of appropriate political vocabulary and a clear and logical conclusion is reached (AO3). [30]

TotalAVAILABLE
MARKS

30

100