



**ADVANCED**  
**General Certificate of Education**  
**January 2013**

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**Government and Politics**

Assessment Unit A2 1

Comparative Government

**[AQ211]**

**WEDNESDAY 16 JANUARY, AFTERNOON**

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**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

AVAILABLE  
MARKS

### Section A

#### 1 Background

One of the primary purposes of those who wrote the US Constitution was to produce a document that would provide effective government while clearly protecting the rights of individuals. The clear provision for individuals rights as laid out in the Bill of Rights makes this clear. In many ways there is an unspoken acceptance that this high priority on rights might limit the effectiveness of some aspects of government. The difficulty in changing the entrenched rights particularly those which are the centre of controversy in the modern era such as the right to bear arms is an example of this. The Supreme Court has employed the constitution to extend rights over issues such as the death penalty, abortion, school prayer and freedom of speech. On the other hand there is an argument to suggest that rights are frequently impinged upon notwithstanding the extensive attempts of the Supreme Court to stop this. This is especially evident post 9/11 with a number of acts brought in by Congress which clearly invade the rights of individuals in a number of ways. Candidates are expected to construct a well-informed balanced argument with reference to relevant supporting evidence. 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.

An answer that contains no evidence can be awarded a maximum of Level 3. An answer that contains no reference to the Source can be awarded a maximum of Level 4.

An answer that is totally one-sided can be awarded a maximum of Level 4.

#### Level 1 ([1]–[6])

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

The candidate demonstrates limited knowledge and understanding of the debate about how far the Constitution continues to protect citizen's rights 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 how far the Constitution continues to protect citizen's rights 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 how far the Constitution continues to protect citizen's rights 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 how far the Constitution continues to protect citizen's rights 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 how far the Constitution continues to protect citizen's rights 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 A****30**

## Section B

**2 Background**

The Executive Office of the President has existed since the 1930s. It exists to support the President in carrying out his function of governing the United States. The Office has steadily expanded over the years and now consists of almost 2000 individuals. The Office is made up of a number of key components the most important of which are the National Security Council, the Office of Management and Budget and the White House Office. In the view of many, the EOP effectively governs the United States. If no example is included, a maximum of [4] may be awarded.

**(AO1: 5 marks)**

[5]

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**3 Background**

The Senate has a clear set of Constitutional tools specifically designed to restrict the power of the President and to prevent executive dominance. The most well known of these would be the role of the Senate in confirming Presidential appointments to the Supreme Court and other bodies. In addition the Senate has a number of powerful committees which can challenge the President and which have considerable more power of investigation than their British counterparts. In addition Senate is required to approve Presidential treaties and this requires a two thirds majority which is no mean feat. The Senate acts as a jury during the process of Presidential impeachment. Candidates will be rewarded for providing a range of methods with good quality explanation and examples where appropriate.

**Level 1 ([1]–[2])**

**AO1: 1 mark; AO2: 1 mark**

The candidate demonstrates limited knowledge and understanding of how the Senate can check Presidential power 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 the Senate can check Presidential power 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 the Senate can check Presidential power 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 the Senate can check Presidential power 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 the Senate can check Presidential power 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**

Both US Presidents and UK Prime Ministers choose their cabinet of ministers once they gain power. In the case of the UK Prime Minister this is usually something of a foregone conclusion as there will have been a shadow cabinet in place prior to the election and although a few changes will be made to this most of the senior political figures will be included. Although the Prime Minister does not need the approval of another political body for the cabinet chosen they nonetheless cannot ignore senior figures, those with political experience in office and should seek to make sure all factions within the party are represented. Similarly on first glance it seems like the US President can pick who they want however, even before the Presidential election is won the Presidential candidates team will begin identifying people whom they think would be supportive of the presidential policy direction and could make a good job of running the 15 state departments. The President is limited by the need for Congressional approval for appointees, cannot alter the number of state departments, must by convention pick someone who has a background compatible with the department they are to head and must strive to make sure there is a healthy gender, race and geographical balance. Candidates will be rewarded for the range of valid points made good use of supporting evidence and balance with regards to the two political systems. An answer that contains no reference to evidence can be awarded a maximum of Level 3.

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

The candidate demonstrates limited knowledge and understanding of the factors influencing Prime Ministers and Presidents in choosing their cabinets 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 factors influencing Prime Ministers and Presidents in choosing their cabinets 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 factors influencing Prime Ministers and Presidents in choosing their cabinets 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 factors influencing Prime Ministers and Presidents in choosing their cabinets 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 factors influencing Prime Ministers and Presidents in choosing their cabinets 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**

The view that the British political system is dominated by party concerns and that the party has little relevance in American politics has been challenged in recent years. The importance of party allegiance in both systems is still evident and it is wrong to dismiss the role of the political parties in American politics as the recent activities of the Republican Tea Party group illustrate. Candidates will be expected to discuss the role of party loyalty with regards to both systems and to present the case for and against the proposition illustrated by examples of times when party is demonstrably less important in the British system and similarly ways in which it remains significant in the American system.

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

An answer that is totally one-sided can be awarded a maximum of Level 4.

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

The candidate demonstrates limited knowledge and understanding of the powers of the role of parties in the American and British political systems 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 role of political parties in the American and British political systems 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 role of political parties in the American and British political systems 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 role of political parties in the American and British political systems 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 role of political parties in the American and British political systems 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**

One ingredient of a democratic political system is that the legislature should not be a puppet of the executive but should possess a strong degree of independence to act as a scrutiny and legislative body. This theory seems to operate more effectively in the USA, largely because of the stricter application of the principle of separation of powers. The greater power of party in Britain and the fact that the executive is part of the legislature in the UK also contribute to a much greater degree of executive control.

But this is not the complete picture. Executive dominance in the UK is never certain and Parliament has proven repeatedly that the government cannot treat it with contempt. The last decade has been a period of increased parliamentary independence over issues such as 10p Income Tax, Foundation Hospitals and the Health and Welfare Bill. It would also be wrong to underestimate the capacity of the executive in the US to manipulate and control Congress, especially when the same party is in control of both the White House and Congress. Presidents can also make use of mechanisms such as Executive Orders. Recent Presidents have also been keen to exploit the freedom granted to them by Congress over foreign affairs.

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

An answer that contains no evidence can be awarded a maximum of Level 3.

An answer that is totally one-sided can be awarded a maximum of Level 4.

### **Level 1 ([1]–[6])**

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

The candidate demonstrates limited knowledge and understanding of executive control over the legislature in the USA and UK 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 executive control over the legislature in the USA and UK 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 executive control over the legislature in the USA and UK 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 executive control over the legislature in the USA and UK 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 executive control over the legislature in the USA and UK 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).

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**Section B****70****Option A****100**

## Option B: The United Kingdom and the Republic of Ireland

AVAILABLE  
MARKS

### Section A

#### 1 Background

One view of the Irish Constitution is that it has done a very good job. Although often dismissed as a purely confessional document, the 1937 constitution was based upon solid liberal democratic principles including the state's duty to respect individual rights. Since 1937, and especially since the 1960s, the Constitution has been amended and re-interpreted. The Source refers to abortion and this particular area has been changed both by judicial review and by formal amendment. Supporters claim that the Constitution does a very good job and has successfully evolved to meet the needs of the Irish people.

Critics argue that the confessional reputation of the Constitution was fully deserved. For example, the ban on divorce remained until the mid 1990s. Critics also assert that the Constitution has not been adequately amended to protect rights such as those of women and unmarried couples. While there have been many judicial reviews and amendments the Constitution still fails to establish the right to abortion, requiring thousands of Irish women to exercise their right in the UK.

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. An answer that contains no evidence can be awarded a maximum of Level 3. An answer that contains no reference to the Source can be awarded a maximum of Level 4.

An answer that is totally one-sided can be awarded a maximum of Level 4.

#### 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 need for 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 need for 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 need for reform of the constitution and human rights 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 need for 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 need for 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 A****30**

**Section B****2 Background**

Brokerage is a term used to describe the role that TDs are expected to play as part of their representative function. The TD acts as a broker between the constituent and local or central government. Using their influence the TD will seek to achieve the constituent's objective in changing a decision on benefits, reversing a planning decision or even securing employment. In return for performing a service of this nature the TD hopes to gain the support of the constituent at the next election. If a relevant example is not included, a maximum of [4] can be awarded. If no example is included, a maximum of [4] may be awarded.

**(AO1: 5 marks)**

[5]

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**3 Background**

The Seanad has been consistently criticised as ineffective and inefficient and many have proposed that it should be abolished. Its record as a scrutiny body is a very poor one and it has done little to hold the executive to account even after the reform of the committee system led to joint Seanad/Dail committees. It has limited power to scrutinise legislation and has made little use of those powers it does have. The executive uses its powers of appointment of a number of Senators to ensure that the government has a secure and tame majority in the Seanad. There is also an extraordinary degree of party loyalty in the Seanad preventing any independent debate.

**Level 1 ([1]–[2])**

**AO1: 1 mark; AO2: 1 mark**

The candidate demonstrates limited knowledge and understanding of the criticisms of the Seanad 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 criticisms of the Seanad 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 criticisms of the Seanad 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 criticisms of the Seanad 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 criticisms of the Seanad 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**

Until 2010 the contrasts between the Prime Minister and Taoiseach's powers to choose their cabinets was more clear cut: the Taoiseach was more limited as they had to relinquish control over certain cabinet positions to their coalition partners. With the emergence of a coalition in the UK the same constraints now apply to the Prime Minister. The control mechanisms available to both the Prime Minister and Taoiseach are very similar although the smaller size of government in the Republic reduces the amount of patronage that the Taoiseach controls. Other factors affecting control may be discussed including the leader's popularity, leadership style and the significance of events.

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.

An answer that contains no reference to evidence can be awarded a maximum of Level 3.

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

The candidate demonstrates limited knowledge and understanding of the powers of the Prime Minister and Taoiseach to choose their cabinets 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 powers of the Prime Minister and Taoiseach to choose their cabinets 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 powers of the Prime Minister and Taoiseach to choose their cabinets 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 powers of the Prime Minister and Taoiseach to choose their cabinets 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 powers of the Prime Minister and Taoiseach to choose their cabinets 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**

Scrutiny of the executive is one of the principal functions of the legislature in both the UK and Republic of Ireland. The scrutiny mechanisms in Parliament and the Oireachtas are similar, largely because the Irish system is based upon the Westminster model. It is the view of many that Parliament employs these mechanisms more effectively. The localism that is such a central feature of Irish politics means that TDs prioritise constituency work over engaging in debates, questioning ministers on policy or participating in Dail Committees. The Seanad is little more than a talking shop rather than an effective scrutinising body.

An alternative view is that increased executive dominance in the UK has undermined Parliament's power to scrutinise the executive. When a government has a large majority it is able to control Parliament, using a wide range of powers to neutralise the effectiveness of debates, Question Time and Committees.

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

An answer that contains no evidence can be awarded a maximum of Level 3.

An answer that is totally one-sided can be awarded a maximum of Level 4.

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

The candidate demonstrates limited knowledge and understanding of the scrutiny record of the Commons and Dail 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 scrutiny record of the Commons and Dail and 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 scrutiny record of the Commons and Dail and 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 scrutiny record of the Commons and Dail 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 scrutiny record of the Commons and Dail 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).

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**(b) Background**

In both the UK and the Republic of Ireland, the executive dominates the legislative process. Although Parliament and the Dail must give approval to legislation, the vast majority of Bills are drafted and initiated by the government in both political systems. Although similar in this respect, it would appear that the Prime Minister, as head of the executive, would have greater control over the process. Party discipline is greater in the UK. MPs are inclined to be party loyalists. There are few independent MPs for the Prime Minister to worry about. Governments have tended to enjoy a parliamentary majority and to be able to carry their legislative programme with little difficulty. In the Republic of Ireland, the situation is different. Another area of significant contrast is the role of the second chamber. The Lords has played a major role in restricting the legislative freedom of successive PMs while the second has consistently failed in this area.

In recent years this difference has been less clear cut. While there are no more independent MPs than in the past, many MPs seem less bound by party loyalty and discipline than was the case. Recent governments have all had to deal with substantial backbench rebellions over legislation. The creation of a coalition government in 2010 has introduced yet another limitation on the Prime Minister's power and made the situation in the UK even more similar to that in Ireland.

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

An answer that is totally one-sided can be awarded a maximum of Level 4.

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

The candidate demonstrates limited knowledge and understanding of the legislative power of the Prime Minister 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 legislative power of the Prime Minister 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 legislative power of the Prime Minister 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 legislative power of the Prime Minister 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 legislative power of the Prime Minister 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]

AVAILABLE  
MARKS

30

**Section B****70****Option B****100****Total****100**