



GCE AS MARKING SCHEME

SUMMER 2024

**AS
GOVERNMENT & POLITICS – UNIT 2
2160U20-1**

About this marking scheme

The purpose of this marking scheme is to provide teachers, learners, and other interested parties, with an understanding of the assessment criteria used to assess this specific assessment.

This marking scheme reflects the criteria by which this assessment was marked in a live series and was finalised following detailed discussion at an examiners' conference. A team of qualified examiners were trained specifically in the application of this marking scheme. The aim of the conference was to ensure that the marking scheme was interpreted and applied in the same way by all examiners. It may not be possible, or appropriate, to capture every variation that a candidate may present in their responses within this marking scheme. However, during the training conference, examiners were guided in using their professional judgement to credit alternative valid responses as instructed by the document, and through reviewing exemplar responses.

Without the benefit of participation in the examiners' conference, teachers, learners and other users, may have different views on certain matters of detail or interpretation. Therefore, it is strongly recommended that this marking scheme is used alongside other guidance, such as published exemplar materials or Guidance for Teaching. This marking scheme is final and will not be changed, unless in the event that a clear error is identified, as it reflects the criteria used to assess candidate responses during the live series.

GCE GOVERNMENT & POLITICS

UNIT 2 - LIVING AND PARTICIPATING IN A DEMOCRACY

SUMMER 2024 MARK SCHEME

Marking guidance for examiners

Summary of assessment objectives for Unit 2

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

The structure of the mark scheme

The mark scheme for each question has two parts:

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

Deciding on the mark awarded within a band

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

Organisation and communication

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

Level Descriptors

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

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

Section A Mark bands for Question 1 and Question 2

Band	Marks	AO1
		The learner:
3	5–6	<ul style="list-style-type: none"> shows thorough knowledge and understanding of the concept raised in the set question uses a range of relevant evidence/examples.
2	3–4	<ul style="list-style-type: none"> shows reasonable knowledge and understanding of the concept raised in the set question uses some evidence/examples.
1	1–2	<ul style="list-style-type: none"> shows limited knowledge and understanding of the concept raised in the question uses limited evidence/examples.
	0	Response not creditworthy or not attempted.

Question 1

Using examples, outline *three* methods used by pressure groups to exert influence. [6]

Candidates are expected to demonstrate knowledge and understanding of pressure groups. In demonstrating this knowledge and understanding candidates are required to give an answer which is focused on describing the methods used by pressure groups to exert influence.

The response may consider, but is not limited to, the following:

- Pressure groups use lobbying as a method of exerting influence. This gives them direct contact with important decision makers and involves persuasion. This method is predominantly used by the NFU, CBI, Age UK and the BMA.
- Pressure groups use civil disobedience as a method of exerting influence. This may involve illegal activity. Insulate Britain campaigners have used traffic obstruction, Greenpeace campaigners have destroyed GM crops and Animal Liberation Front campaigners have attacked animal testing laboratories.
- Pressure groups use legal action as a method of exerting influence. Liberty has used judicial reviews to prevent discrimination against women and minorities and protect human rights.
- Pressure groups use media campaigns as a method of exerting influence, for example, Justice for Gurkhas.
- Pressure groups use making donations as a method of exerting influence. This method is legal, provided they are declared, for example, trade unions affiliated to the Labour Party, large corporations (Conservative Party).

Question 2

Using examples, briefly describe the limits to the freedom of expression. [6]

Candidates are expected to demonstrate knowledge and understanding of the limits to freedom of expression. In demonstrating this knowledge and understanding candidates are required to give an answer which is focused on describing the limits to freedom of expression. The response might consider issues such as:

The response may consider, but is not limited to, the following:

- Freedom of expression is limited when related to interests of national security or public safety, for example, to prohibit hoax bomb claims.
- Freedom of expression is limited when related to the prevention of disorder, crime or terror for example, to prohibit incitement to violence.
- Freedom of expression is limited to protect health or morals, for example, laws against certain types of pornography, for example, the Obscene Publication Act (1959) and Obscene Publication Act (1964).
- Freedom of expression is limited for the protection of the reputation or rights of others, for example, defamation law and the prohibition on harassment under the Equality Act (2010).
- Freedom of expression is limited when related to preventing the disclosure of information received in confidence, such as with trade secrets.
- Freedom of expression is limited for maintaining the authority and impartiality of the judiciary.

Section B Mark bands for Question 3 and Question 4

Band	Marks	AO1	Marks	AO2
		The learner:		The learner:
4	7–8	<ul style="list-style-type: none"> shows thorough knowledge and understanding of the concepts raised in the set question uses well-chosen evidence/examples uses material of depth and range makes effective use of terminology. 	13–16	<ul style="list-style-type: none"> provides a thorough application of political knowledge to the source offers a thorough interpretation of relevant political information provides a thorough comparison or explanation of connections, as relevant.
3	5–6	<ul style="list-style-type: none"> shows reasonable knowledge and understanding of the concepts raised in the question uses appropriate evidence/examples. uses material of depth and range, but not in equal measure makes good use of terminology. 	9–12	<ul style="list-style-type: none"> provides a reasonable application of political knowledge to the source offers a reasonable interpretation of relevant political information provides a reasonable comparison or explanation of connections, as relevant.
2	3–4	<ul style="list-style-type: none"> shows adequate knowledge and understanding of the concepts raised in the question uses evidence/examples that are not always relevant uses material of depth or range uses some appropriate terminology. 	5–8	<ul style="list-style-type: none"> provides an adequate application of political knowledge to the source offers an adequate interpretation of relevant political information provides an adequate comparison or explanation of connections, as relevant.
1	1–2	<ul style="list-style-type: none"> shows limited knowledge and understanding of the concepts raised in the question uses evidence/examples that are not made relevant uses little terminology. 	1–4	<ul style="list-style-type: none"> provides a limited application of political knowledge to the source offers a limited interpretation of relevant political information provides a limited comparison or explanation of connections, as relevant.
	0	Response not creditworthy or not attempted.		

Question 3

Read the extract below and answer the question that follows.

Extract A

Year	Issue	Why held?	“Yes” vote [%]	“No” vote [%]	Turnout [%]
1997	Scottish devolution	Change of system of government	74.3	25.7	60.2
1997	Welsh devolution	Change of system of government	50.3	49.7	50.1
1998	Belfast Agreement	Support across a divided community	71.1	28.9	81.0
2004	Devolved powers to Northeast England	Change of system of government	22.1	77.9	47.1
2011	UK voting system	Electoral reform	32.1	67.9	42.2
2014	Scottish independence	Constitutional change	44.7	55.3	84.6
2016	UK EU membership	Constitutional change	48.1	51.9	72.2

(Extract adapted from 'Referendums: Briefing Paper, Number 7692, 31 August 2016', pp. 8–9, Johnstone, Neil. <https://commonslibrary.parliament.uk/research-briefings/cbp-7692/> accessed August 2023)

Using Extract A as well as your own knowledge, explain how referendums impact participation in a democracy. [24]

Candidates are expected to demonstrate the ability to interpret and apply political information of referendums and participation and explain the connections between them. In demonstrating this, candidates are required to give an answer which is focused on any relevant connections between them.

The response may consider, but is not limited to, the following:

- A referendum is a vote by which the electorate can express a view on a particular issue whereas an election is a vote by which the electorate chooses who fills a representative post in political office.
- A referendum might help increase participation on a divisive issue which affects democracy in the UK within government and/or within the nation and, therefore, goes some way to increase legitimacy on the issue for example, Extract A 2016 EU membership.
- A referendum may cause further division if the vote is close, and although increased participation can strengthen democracy, it can have negative impact on uniting the nation for example, Extract A 2016 EU membership.
- A referendum can involve high levels of participation that can help resolve a constitutional issue regarding the governing of the UK by requiring the direct consent of the people, rather than just Parliament, for example, Extract A 2014 Scottish

independence.

- A referendum helps to entrench and safeguard constitutional change which affects democracy in the UK as it gives reassurance that the change is permanent, for example, Extract A 1998 Belfast Agreement in Northern Ireland.
- A referendum allows citizens to be involved in the democratic process and can be used to judge public opinion on particular issues, for example, local referendums on congestion charges.
- A referendum can have a negative impact on democracy if the turnout is low and could be seen to lack legitimacy for example, Extract A 1997 Welsh devolution, which produced a narrow majority on a low turnout, leading to some confusion over how much devolved power Wales should be granted.

Question 4

Read the extract below and answer the question that follows.

Extract B

		Which party did you vote for? (%)					
		Conservative	Labour	Liberal Democrat	Scottish National Party	UK Independence Party	Green
Newspaper read most often	Daily Telegraph	79	12	6	0	1	1
	Daily Mail	74	17	3	1	3	1
	Sun	59	30	3	3	3	1
	Financial Times	40	39	14	1	2	3
	Daily Star	38	49	6	3	3	1
	Mirror	19	68	3	6	2	1
	Guardian	8	73	12	3	0	3

(Extract adapted from 'How Britain voted at the 2017 general election', Curtis, Christopher. <https://yougov.co.uk/topics/politics/article-reports/2017/06/13/how-britain-voted-2017-general-election> accessed February 2023)

Using Extract B as well as your own knowledge explain the influence of the media on voting behaviour. [24]

Marking notes

Candidates are expected to demonstrate the ability to interpret and apply political information about voting behaviour. In demonstrating this, candidates are required to give an answer which is focused on connections between the media and voting behaviour.

The response may consider, but is not limited to, the following:

- The media may be significant in setting the political agenda and identifying issues and, therefore, favour some political parties over others as suggested, for example, approaches to the economy may influence voter behaviour.
- The media may influence electors views/perceptions of political party leaders, for example, Margaret Thatcher, Ed Miliband, Jeremy Corbyn, Boris Johnson, which has an impact on their voting behaviour.
- The media may influence electors view/perception of the political parties in general

(valence), which may have an impact upon floating voters, for example, Extract B suggests the bias in newspaper media and its circulation.

- The media may have little influence over voters, but some politicians and political parties believe they do and so use the media to promote policy ideas in order to attract voters.
- Broadcast media, unlike newspapers (Extract B) are not, traditionally, permitted to show political bias, so there is little evidence to suggest their impact on voting behaviour.
- Social media has become a key feature in recent times during election campaigns, however, the impact of this is difficult to measure as so many different opinions are expressed.

Section C Mark bands for Question 5, Question 6 and Question 7

Band	Marks	AO1	Marks	AO3
		The learner:		The learner:
4	9–10	<ul style="list-style-type: none"> shows thorough knowledge and understanding of the concepts raised in the set question uses well-chosen evidence/examples uses material of depth and range makes effective use of terminology. 	10–12	<ul style="list-style-type: none"> provides a thorough analysis and evaluation of the relevant issues offers a thorough discussion with well-developed and balanced arguments provides a logical structure reaches an appropriate conclusion based on the evidence presented demonstrates accurate grammar, punctuation and spelling in their writing.
3	6–8	<ul style="list-style-type: none"> shows reasonable knowledge and understanding of the concepts raised in the question uses appropriate evidence/examples. uses material of depth and range, but not in equal measure makes good use of terminology. 	7–9	<ul style="list-style-type: none"> provides a reasonable analysis and evaluation of the relevant issues offers a reasonable discussion with well-developed and balanced arguments provides a mostly logical structure reaches a reasonable conclusion based on the evidence presented demonstrates reasonably accurate grammar, punctuation and spelling in their writing.
2	3–5	<ul style="list-style-type: none"> shows adequate knowledge and understanding of the concepts raised in the question uses evidence/examples that are not always relevant uses material of depth or range uses some appropriate terminology. 	4–6	<ul style="list-style-type: none"> provides an adequate analysis and evaluation of the relevant issues offers an adequate discussion with well-developed and balanced arguments <p>OR</p> <ul style="list-style-type: none"> offers a reasonable discussion with only one side of the argument. provides adequate structure reaches a superficial conclusion. demonstrates errors in grammar, punctuation and spelling in their writing.
1	1–2	<ul style="list-style-type: none"> shows limited knowledge and understanding of the concepts raised in the question uses evidence/examples that are not made relevant uses little terminology. 	1–3	<ul style="list-style-type: none"> provides a limited analysis and evaluation of the relevant issues offers a limited discussion. provides an answer that lacks structure. offers no conclusion demonstrates many errors in grammar, punctuation and spelling in their writing.
	0	Response not creditworthy or not attempted.		

Question 5

‘The judiciary provide the best protection of human rights in the UK.’ To what extent do you agree with this statement? [22]

Candidates are expected to demonstrate the ability to analyse and evaluate relevant evidence in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this, candidates are required to give an answer which is focused on evidence from both sides of the argument.

The response may consider, but is not limited to, the following:

Arguments that **support** the view that the judiciary provide the best protection of human rights in the UK.

- The Human Rights Act has given the judiciary a codified set of rights that allow the judiciary to make judgement on whether there is a threat to civil liberties and human rights.
- The judiciary is able to justifiably claim that it is independent when reaching judgements about civil liberties and human rights.
- It is now much easier for citizens to seek a judicial review, which means that judges hear more cases about threats to human rights.
- Some senior judges sit in the House of Lords and so have some legislative influence that might ensure the greater protection of human rights.

Arguments that **challenge** the view that the judiciary provide the best protection of human rights in the UK.

- It is not protected because of a lack of a codified constitution.
- The sovereignty of Parliament can mean that judges are forced to accept legislation that may impinge on human rights.
- The Human Rights Act is not binding on Parliament.
- There is a lack of entrenchment of human rights in the UK.
- Judges do not have the power to undertake a pre-legislative review, and so cannot take early action on potential legislation that could affect human rights.
- Judges are neither elected nor accountable and so there are challenges to and disputes regarding their independence.
- There are other bodies that better protect human rights, for example, pressure groups.
- Further, there are international organizations that protect Human Rights, for example the European Court of Human Rights and the United Nations.

Question 6

‘As an electoral system First Past the Post is outdated and should be replaced’. How far do you agree with this statement? [22]

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

The response may consider, but is not limited to, the following:

Arguments that **support** the view that First Past the Post is outdated and should be replaced.

- It is not proportional, and therefore the percentage of seats won by parties does not reflect the percentage of the vote they received. This is undemocratic.
- It creates many safe seats and leads to many wasted votes.
- Governments win power with only 35–40% of the vote, so are not supported by most of the population.
- It leads to few checks and balances on government power, as governments can easily pass legislation.
- Power is concentrated too narrowly, and small parties do not get the level of representation their support merits.

Arguments that **challenge** the view that First Past the Post is outdated and should be replaced might include:

- It gives voters a clear choice between two parties with distinct programmes for government.
- It establishes the constituency link between MPs and voters, which is good representation.
- Winning parties can fulfil their manifesto pledges without the need to compromise in a coalition.
- It allows for strong governments, as those with a healthy majority can get things done.
- It allows for stable governments, as single-party governments are less likely to collapse and so provide certainty and stability.
- Extremist parties are unlikely to get a foothold.
- Alternative systems are available, and some are currently in use, for example those used in Northern Ireland, Scotland and Wales.

Question 7

‘The ideologies of smaller political parties have a significant impact on politics in Wales and the UK.’ Discuss. [22]

Candidates are expected to demonstrate the ability to analyse and evaluate relevant evidence in order to construct arguments, make substantiated judgements and to draw conclusions. In demonstrating this, candidates are required to give an answer which is focused on evidence from both sides the argument.

The response may consider, but is not limited to, the following:

Arguments that **support** the view that the ideologies of smaller political parties have an increasingly important impact.

- Smaller political parties can have a significant impact in marginal seats, for example, the Green Party can split the centre-left vote, but also influence the main/larger political parties.
- Smaller political parties can influence the policies of the main/larger political parties if it is seen that they threaten their electoral position, for example, the Conservative Party took a harder line on EU negotiations as a consequence of UKIP’s position.
- Smaller political parties have had a significant impact on main/larger parties approach to devolution, for example, the role of Plaid Cymru, the role of the DUP and Sinn Féin.
- Smaller parties have supported a larger party in maintaining or forming a government, for example the Lib–Lab Pact in 1970s and Conservative/Liberal coalition from 2010.
- Smaller political parties may divert votes away from the main/larger UK political parties, which can affect their influence in the country, in elections and in government, for example, the SNP has had a major impact on Labour Party and Conservative Party support in Scotland, UKIP took away votes from both the Conservative Party and the Labour Party in 2015.

Arguments that **challenge** the ideologies of smaller political parties have an increasingly important impact.

- Ideologies of the main/larger parties tend to be at the centre of the political spectrum, whereas the ideologies of smaller parties tend to be at the periphery or at the extremes.
- Smaller parties are often disproportionately affected by the First Past the Post electoral system, and as a consequence do not win seats and are unable to influence government policy.
- The UK political system is still dominated by the two main/largest political parties, for example, the Conservative Party and the Labour Party still tend to form most majority governments and do not require smaller party support.
- Some smaller party issues are often ignored by the main/larger parties.