



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

Government and Politics

Unit GOV8

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SYNOPTIC UNIT**GENERIC MARK SCHEME for all questions (Maximum 40 marks)**

	Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
	AO1	AO2	AO3
	<p>Level 4 (13-16 marks) The candidate demonstrates a comprehensive knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. The candidate selects material from the full range of the specification subject content with discrimination and shows that he/she clearly understands the links between the various elements. The candidate confidently demonstrates knowledge and understanding of the holistic nature of politics and identifies, and shows advanced understanding of, subsystems contained within the political institutions and processes identified in the specification. The candidate fully addresses the requirements of the question and demonstrates a high level of contextual awareness. The answer includes detailed and comprehensive interpretations or explanations and provides accurate evidence and up-to-date, wide-ranging and imaginatively chosen examples to substantiate and illustrate points made.</p>	<p>Level 4 (13-16 marks) The candidate confidently applies a wide range of fully developed concepts and theories. The candidate demonstrates that he/she fully understands the question and recognises the need for a synoptic perspective in their analysis. The candidate constructs cogent and coherent arguments and explanations. The candidate provides analysis that displays a sophisticated awareness of differing viewpoints and a clear recognition of contemporary issues. Parallels and connections are identified with creativity and imagination, together with well-developed comparisons. There is clear and full evaluation of political institutions, processes, behaviour, arguments and explanations. The candidate demonstrates advanced ability to draw upon relevant material from the whole range of the specification content and uses it to inform their discussion and to construct arguments that cover the subject in the broadest sense. The candidate may integrate advanced knowledge derived from his/her wider study and appreciation of politics. Although taking a synoptic perspective, the candidate ensures that all material presented is directly relevant to the discussion. The essay shows evidence of imagination and flair.</p>	<p>Level 4 (7-8 marks) The candidate communicates arguments, explanations and conclusions with sophisticated style and complete clarity using a political vocabulary to analyse and synthesise information. There is a precise sense of logical progression flowing throughout the essay, leading to a clearly argued conclusion that logically derives from the preceding analysis.</p>

	Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
	AO1	AO2	AO3
	<p>Level 3 (9-12 marks) The candidate demonstrates sound knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them.</p> <p>The candidate selects material from a good range of the specification content and shows understanding of the links between the various elements. The candidate generally recognises the holistic nature of politics and identifies, and shows sound understanding of, subsystems contained within political institutions and processes identified in the specification.</p> <p>The candidate soundly addresses the requirements of the question and demonstrates a competent level of contextual awareness. The answer includes detailed and comprehensive interpretations or explanations and provides clear evidence and well-chosen examples to substantiate and illustrate points made.</p>	<p>Level 3 (9-12 marks) The candidate applies a good range of concepts and theories, demonstrating a grasp of the question and recognising the need for a synoptic perspective in his/her analysis. The candidate constructs sound arguments and explanations.</p> <p>The candidate provides analysis that displays awareness of differing viewpoints and a recognition of contemporary issues. Parallels and connections are competently identified, together with viable comparisons.</p> <p>There is clear and reasonably full evaluation of political institutions, processes, behaviour, arguments and explanations.</p> <p>The candidate demonstrates the ability to draw upon relevant material from much of the specification content and uses it to inform their discussion and to construct arguments that cover the subject broadly. The candidate may integrate accurate knowledge derived from his/her wider study and appreciation of politics. Although taking a synoptic perspective the candidate ensures that material presented is largely relevant to the discussion.</p> <p>The essay shows evidence of advanced study and some use of imagination.</p>	<p>Level 3 (5-6 marks) The candidate communicates explanations and conclusions within a structured argument using a political vocabulary to analyse and synthesise information.</p> <p>There is a sound logical progression flowing throughout the essay, leading to a clearly argued conclusion that logically derives from the preceding analysis.</p>

	Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
	AO1	AO2	AO3
	<p>Level 2 (5-8 marks) The candidate demonstrates an outline knowledge and understanding of political concepts/theories/institutions and processes and some awareness of the relationships between them.</p> <p>The candidate selects material from a limited range of the specification content and shows incomplete understanding of the links between the various elements.</p> <p>The candidate shows a limited grasp of the holistic nature of politics and little understanding of subsystems contained within the political institutions and processes identified in the specification. The answer includes a partial but reasonably effective approach to address the requirements of the question. The candidate demonstrates a limited but useful level of contextual awareness. The use of examples is limited and the choice is not entirely appropriate.</p>	<p>Level 2 (5-8 marks) The candidate uses a restricted range of partly developed concepts and theories, demonstrating a limited grasp of the question, and is not entirely clear about the need for a synoptic perspective in analysis.</p> <p>The candidate constructs only embryonic arguments and explanations.</p> <p>The candidate provides analysis that displays some awareness of differing viewpoints and a limited recognition of contemporary issues. There is a recognition of some basic parallels and connections together with some limited comparisons. There is a simplistic attempt to evaluate political institutions, processes, behaviour, arguments and explanations.</p> <p>The candidate draws upon material from a limited range of the specification content. This may be used in a general way to inform their discussion and to construct arguments. It is not always clear that a synoptic perspective is being taken and not all material presented is strictly relevant to the discussion. Where a synoptic perspective is offered, there is a tendency towards a series of disjointed points of unequal relevance and a lack of logical progression.</p>	<p>Level 2 (3-4 marks) The candidate communicates arguments, explanations and conclusions adequately, with a straightforward narrative and/or explanation, using a limited political vocabulary.</p> <p>A conclusion may be offered, but its relationship to the preceding discussion is modest or implicit. The answer is loosely structured.</p>

	Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
	AO1	AO2	AO3
	<p>Level 1 (1-4 marks) The candidate demonstrates slight and incomplete knowledge and understanding of political institutions and processes and limited awareness of the relationships between them. There is a very limited approach in addressing the requirements of the question.</p> <p>The candidate demonstrates a low level of contextual awareness and there is little understanding of the concept of synopticity. Few examples are introduced and these are often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1-4 marks) The discussion is not adequately supported by the use of concepts and theories. Arguments and explanations are not well constructed and there is virtually no attempt to apply a synoptic perspective. Analysis shows little, if any, awareness of differing points of view and very few parallels and connections are used to establish comparisons.</p> <p>Evaluation of political institutions, processes and behaviour is superficial and naïve. Arguments and explanations are undeveloped.</p>	<p>Level 1 (1-4 marks) The answer relies upon narrative that is not fully coherent, with little or no use of political vocabulary.</p> <p>The conclusion is not adequately related to the preceding discussion.</p>

Section A: Power

A1

Total for this question: 40 marks

“Politicians may win office, but they do not necessarily win power.” Discuss. (40 marks)

Knowledge and Understanding

In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand, they may successfully include material not indicated here.

Candidates should demonstrate accurate knowledge and understanding of factors such as the following:

- Key concepts such as power and authority.
- Other relevant concepts such as control and accountability.
- The meaning of the term ‘win office’.
- Examples of positions of office in the state at various levels (eg central, provincial, local, federal).
- The nature of political office-holding.
- Ways of gaining office (eg election, patronage, obeying party discipline).
- Forms of power held by those not in formal political office, such as leaders of various types of pressure group, charismatic figures in the media, business, global economic actors, central banks, party donors.
- International organisations.
- The impact of those prepared to use violence.
- The new devolved institutions in Scotland, Wales and Northern Ireland.
- Material for comparison from other systems such as the USA and the EU.
- The limits on power-holders such as constitutions, laws, the weight of tradition, forces for incrementalism, inertia, existing policy communities and networks, unintended consequences of policies, popular opinion, institutional inertia and bureaucratic resistance.
- Relevant examples from throughout specification to illustrate arguments.
- Developments in Wales, Scotland and Northern Ireland.
- Comparative examples from other systems such as the USA and the EU.

Skill/Analysis

As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis, and the following skills specification is indicative rather than definitive.

As with many political issues there is no right or wrong answer to this question. The question is in the form of a proposition to be discussed and candidates may support the statement, reject it, or sit on the fence. Answers should be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.

Candidates should recognise that the essential analysis must centre on the contrast between the formal power structure of the state and the political reality of the exercise of power.

Analytical distinction may be made between power and authority.

Examples should be introduced to show how governments have been thwarted in their exercise of power by political forces. These may be drawn from any policy arena (eg education, defence, the economy, welfare state, law and order).

Examples may also be relatively historical (eg poll tax).

Various powerful informal political actors may be brought in through studies of particular incidents and cases.

The conclusion must clearly follow from the previous discussion and should centre on the proposition that politicians may win office, but they do not necessarily win power. Candidates may argue either way: (a) that governments really do have the ultimate power (eg Thatcher's struggle with the miners in the 1980s, Blair's ability to take the country to war over Iraq) or (b) that formal power is illusory in the real world of power politics.

There should be a clear and full evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates should demonstrate an ability to draw parallels and make comparisons across the whole range of the specification and to use these in constructing arguments and discussions that cover the subject in the broadest sense.

A2**Total for this question: 40 marks**

“Despite reform, and promises of reform, governments are loath to share power with other institutions.” Discuss. (40 marks)

Knowledge and Understanding

In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand, they may successfully include material not indicated here.

Candidates should demonstrate accurate knowledge and understanding of factors such as the following:

- Key relevant concepts, such as assembly, legislature, executive, reform, promises of reform.
- The sources of executive power (eg manifesto, legitimacy, the constitution, and expertise).
- The concept of the separation of powers.
- Roles of assemblies and executives at various levels of government including Westminster, local government, the Northern Ireland, Scottish and Welsh assemblies, the USA and the EU.
- Ways the assemblies may limit the executive (eg scrutiny committees, legislative committees, parliamentary questions, debates, backbench revolts, exercise of the veto).
- Reforms and proposed reforms at various levels of government drawn widely from their studies, covering areas such as, Westminster reform, the new executives and elected mayors in local government, the executive-assembly relationship in the Northern Ireland, Scottish and Welsh assemblies, and comparable relationships in other systems such as the USA and the EU.
- The ‘modernisation’ agenda of New Labour and its implications for the executive–legislative relationship.
- Parliament’s modernisation committee and its work.
- Experience in other systems, particularly the USA and the EU.
- Possible mention of judiciary (eg judicial review, judicial construction, common law).
- Relevant examples from throughout specification to illustrate arguments.

Skill/Analysis

As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive.

As with many political issues there is no right or wrong answer to this question. The question is in the form of a proposition to be discussed and candidates may support the statement, reject it, or sit on the fence. Answers should be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.

Candidates should note that the essential analysis should seek to assess the increasing power of executives and the failing of assemblies in seeking to secure control and accountability.

The value of the separation of powers may be explored. Analysis may note the failure of legislatures to effectively use powers to control (eg party-dominated scrutiny committees, legislative committees, planted parliamentary questions, feeble debates).

Examination of the ways executives can bypass or enfeeble executives (eg extra-parliamentary announcements, leaks, threats, misleading answers to questions, use of the guillotine, the timetable, delegated legislation, exercise of patronage powers).

Examination of the effects of party discipline in assemblies. Note may be taken of the differing relationships between the assemblies and executive in the Scottish, Welsh and Northern Ireland assemblies.

The reforms of local government (eg elected mayors, cabinets systems) also illustrate changing balance of power.

Comparison may be made with executive-legislature relationships in the US Congress. Examples may be given to illustrate cases of executive-legislative tension etc.

The conclusion should offer a view on the statement in the question that despite reform, and promises of reform, governments are loathed to see increases in the power of assemblies and legislatures. This should be supported by the preceding discussion.

There should be a clear and full evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates should demonstrate an ability to draw parallels and make comparisons across the whole range of the specification and to use these in constructing arguments and discussions that cover the subject in the broadest sense.

Section B: Participation and Representation

B1**Total for this question: 40 marks**

“There are numerous ways in which people can participate in politics today, but not all are equally effective.” Discuss. (40 marks)

Knowledge and Understanding

In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand they may successfully include material not indicated here.

Candidates should demonstrate knowledge and understanding of the following:

- The meaning of key terms such as ‘participation’ and ‘effective’ in the context of the question.
- Formal means of participation (eg canvassing, joining a party, forming a party, voting, standing at election for national assembly or local council, serving on NHS trusts, as school governors, on regional councils).
- Informal means of participation (eg publicity-seeking, lobbying, demonstrating, joining various types of pressure group, trade union membership and leadership, direct action, donating funds to a party, private meetings with civil servants).
- The varying and unequal resources of political actors such as money, connections, large membership, veto power.
- The various avenues of access to power and influence.
- Theories of power.
- Theories of participation.
- Relevant examples from throughout specification to illustrate arguments.
- Developments in Wales, Scotland and Northern Ireland.
- Comparative examples from other systems such as the USA and the EU.

Skill/Analysis

As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive.

As with many political issues there is no right or wrong answer to this question. The question is in the form of a proposition to be discussed and candidates may support the statement, reject it, or sit on the fence. Answers should be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.

Candidates should recognise that the analysis should centre on the differing levels of participation and influence afforded to interests and individuals and the casual factors involved.

Candidates should offer sound and clear definitions of key terms such as participation and representation.

They should offer an evaluation of various forms of formal participation in terms of influence.

They should offer an evaluation of various forms of informal participation in terms of influence.

There should be a careful choice of examples to illustrate that some forms of participation are more effective than others.

Analysis should include application of the theories of insider and outsider pressure groups, policy communities and policy networks.

There should also be analysis of various channels of access to power (eg lobbying parliament, ministers, civil servants, media, demonstrations, and direct action).

Analysis of causal factors should include the resources of pressure groups, such as money, connections with the establishment, access to the media, large membership, knowledge and expertise, veto power.

The conclusion should follow from the preceding discussion and should focus clearly on the proposition that not all forms of participation in politics today are equally effective.

There should be a clear and full evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates should demonstrate an ability to draw parallels and make comparisons across the whole range of the specification and to use these in constructing arguments and discussions that cover the subject in the broadest sense.

B2**Total for this question: 40 marks**

“Representative democracy does not necessarily require that all sections of society be represented proportionally.” Discuss.

Knowledge and Understanding

In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand, they may successfully include material not indicated here.

Candidates should demonstrate accurate knowledge and understanding of factors such as the following:

- Relevant key terms and concepts, such as democracy, representative proportionality, sections of society.
- Various alternative views of representation (eg Burkean view, microcosmic representation, representatives as delegates, representatives as expert advocates, theory of the mandate).
- The ideological dimension, particularly the liberal view on representative government.
- Various sections/groups/subcultures within society that might claim a right to representation.
- Representative forums (eg Westminster, Scottish, Welsh and Irish assemblies, US Congress, local councils, TUC, CBI, NHS trusts, regional councils etc.)
- Composition of existing representative assemblies and other forums in terms of such factors as proportions of black people, women, young people, old people, religion, place, class.
- Relevant examples from throughout specification to illustrate arguments.
- Developments in Wales, Scotland and Northern Ireland.
- Comparative examples from other systems such as the USA and the EU.

Skill/Analysis

As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis, and the following skills specification is indicative rather than definitive.

As with many political issues there is no right or wrong answer to this question. The question is in the form of a proposition to be discussed and candidates may support the statement, reject it, or sit on the fence. Answers should be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.

Candidates should recognise that the essential purpose of the analysis of this question should centre on the issue of whether or not representation in an assembly should be microcosmic.

Alternative theories of representation should be analysed in terms of factors such as the Burkean view, microcosmic representation, representatives as delegates, representatives as expert advocates, theory of the mandate.

The analysis should offer clear definitions of key terms such as democracy and representation.

Candidates should identify proponents of differing schools of thought and evaluate their strengths and weaknesses.

Analysis should identify forums where forms of representation exists (eg Westminster, Scottish, Welsh and Irish assemblies, US Congress, local councils, TUC, CBI, NHS trusts, regional councils, etc).

Analysis of composition of existing representative assemblies and other representative forums in terms of factors, such as proportions of black people, women, young people, old people, etc.

Detailed examination of concept of microcosmic representation (eg how important is it, how easy it to obtain, do people want or expect it).

Analysis of the arguments against, and problems with, microcosmic representation.

The conclusion should follow from the preceding discussion and should focus clearly on the proposition that representative democracy does not necessarily mean that all sections of society be represented proportionally. There should be a clear and full evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates should demonstrate an ability to draw parallels and make comparisons across the whole range of the specification and to use these in constructing arguments and discussions that cover the subject in the broadest sense.

Section C: Political Culture

C1

Total for this question: 40 marks

“Political systems cannot be fully understood without reference to their political culture.” Discuss.
(40 marks)

Knowledge and Understanding

In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand, they may successfully include material not indicated here.

Candidates should demonstrate accurate knowledge and understanding of factors such as the following:

- The central concepts of political system and political culture.
- Various types of political culture such as traditional, secular, participant, subject, parochial and civic.
- Social factors relating to political culture such as sexism, racism, xenophobia and geographical divide.
- Concepts such as ideology, citizenship, deference, homogeneity and consensus.
- Institutions that both define and shape political culture such as constitutions, judiciaries, monarchy, aristocracy, assemblies, electoral systems, public bureaucracies and levels of devolution.
- Relevant related concepts such as ruling class, elitism and egalitarianism.
- Various key attitudes such as those towards class and social stratification, gender and race.
- Relevant related terms such as ‘elite’, ‘ruling class’, ‘the establishment’, ‘underclass’.
- Related factors such as patterns of political recruitment to institutions and political structures.
- Key attitudes to political culture such as the willingness of people to accept the actions and policies of their governments.
- The extent to which people feel they can influence their government, trust their government, safely forgo civil liberties, obey the law and show respect for the police.
- Relevant current issues, events and debates.
- Political culture as a causal factor influencing government policy as, for example, in the case of British entry into the Euro zone.
- The current state of popular attitudes and beliefs.
- Methods of ascertaining popular beliefs and attitudes such as social surveys, opinion polls and focus groups, and of the problems associated with these.
- Relevant examples from their studies to illustrate argument.
- The position of parties and governments towards society.
- Knowledge of factors that shape popular attitudes and beliefs, such as TV, radio, the press, religion, the family, the peer group, the school, and the government itself.
- Relevant examples from throughout specification to illustrate arguments.
- Developments in Wales, Scotland and Northern Ireland.
- Comparative examples from other systems such as the USA and the EU.

Skill/Analysis

As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive.

As with many political issues, there is no right or wrong answer to this question. The question is in the form of a proposition to be discussed, and candidates may support the statement, reject it, or sit on the fence. Answers should be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.

Candidates should recognise that the essential focus of the analysis should be on the basic utility of political culture as a tool of the political scientist.

There should be an application of a range of fully developed concepts and theories relating to political culture.

Use of detailed political vocabulary to analyse and synthesise information on beliefs and attitudes in a political system.

Identification of causal links between beliefs and attitudes within society and a wide variety of political processes, policies and institutions.

Recognition of parallels and other links between systems and subsystems studied throughout the range of the specification.

Analysis of paradoxes and anomalies in governmental attitudes towards society and evaluation of the extent to which practice departs from rhetoric. Selection of well-chosen examples from within the entire range of the specification and from current events and issues to illustrate arguments.

Examining in detail the claims by politicians of left and right about political culture, such as Britain is a classless society, people can influence government policy, there is no such thing as institutional racism in government institutions.

Discussion with authority of factors such as voting behaviour and the effect of the media on attitudes and beliefs. Candidates examine how beliefs and attitudes shape the governmental systems and also how governments try to shape those beliefs and attitudes.

Sophisticated use of comparative analysis.

Construction of cogent and coherent arguments and explanations.

Analyses displaying sophisticated awareness of differing viewpoints and a clear recognition of issues.

The conclusion derives from the previous discussion and accepts or contradicts the proposition that no political system can be fully understood without reference to its political culture.

There should be a clear and full evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates should demonstrate an ability to draw parallels and make comparisons across the whole range of the specification and to use these in constructing arguments and discussions that cover the subject in the broadest sense.

C2**Total for this question: 40 marks**

“Much political tension arises because the modern state no longer has one single political culture.”
Discuss. (40 marks)

Knowledge and Understanding

In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand, they may successfully include material not indicated here.

Candidates should demonstrate knowledge and understanding of the following:

- Key terms and concepts such as political tension, modern state, and one single political culture.
- The position of women in society and associated issues, such as the feminist movement and its various manifestations.
- The position of women in politics and public life.
- Women in employment.
- Advances made by feminists.
- The concept of sexism.
- The position of members of ethnic minorities and associated issues.
- The position of ethnic minorities in politics and public life.
- The concept of racism.
- Problems of policing racial unrest.
- Examples of statements made by public figures (eg Norman Tebbit) on the possibility (or otherwise) of a state sustaining more than one political culture.
- Xenophobia as a feature of political culture.
- Geographical cleavage such as the North-South divide.
- Scottish, Welsh and Irish Nationalism and associated cultural issues.
- Class as a factor fragmenting political culture.
- Open and closed class systems.
- Political movements and forces representing the various subgroups referred to above.
- Constitutional issues such as rights to freedom of speech and association in the light of threats to social order.
- The ideological dimension such as conservative value of nationhood and tradition versus liberalism.
- Violence and tension within society as a result of the various cultural divides.
- The issue of illegal immigration and asylum seekers.
- Relevant examples from throughout the specification to illustrate arguments.
- Developments in Wales, Scotland and Northern Ireland.
- Comparative examples from other systems such as the USA and the EU.

Skill/Analysis

As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive.

As with many political issues, there is no right or wrong answer to this question. The question is in the form of a proposition to be discussed and candidates may support the statement, reject it, or sit on the fence. Answers should be judged on factors such as the quality of the argument, the depth of knowledge

and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.

Candidates should recognise that the basic focus of the analysis should be on the increasing fragmentation of modern political culture.

Analysis of political culture as a unifying force within society in which norms and expectations are shared.

Analysis of the various factors of social fragmentation such as race, gender, class, geographical location.

Discussion of the political tensions and forces that can arrive from inequality and difference.

Analysis as to whether forces of cultural fragmentation are increasing in the contemporary world.

Selection of examples to illustrate tensions and violence.

Selection of examples to illustrate positive advantages of social and political diversity.

Introduction of comparative illustration, particularly from the USA and the EU.

The conclusion should derive from earlier discussion and agree or disagree with the proposition that it is becoming increasingly difficult to argue that a modern state, such as the UK, has one single political culture.

There should be a clear and full evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates should demonstrate an ability to draw parallels and make comparisons across the whole range of the specification and to use these in constructing arguments and discussions that cover the subject in the broadest sense.

Section D: Continuity and Change

D1**Total for this question: 40 marks**

“The more things change the more they remain the same.” How appropriate is this statement to developments in government and politics? (40 marks)

Knowledge and Understanding

In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand, they may successfully include material not indicated here.

Candidates should demonstrate well-developed and understanding of the following:

- The concepts of change and continuity.
- The ideological dimension, particularly ideologies of conservatism and of change.
- Pressures for change within institutions.
- Pressures for change from society.
- The pressures for change in the informal patterns of politics such as pressure group activity, patterns of consultation, relations between politicians and officials, ways of informing the public, conventions within the constitution.
- Forces for continuity.
- Real change contrasted with apparent change (ie window-dressing).
- The range of institutions and political structures such as constitutions, national, provincial and regional assemblies, electoral systems, bureaucracies at various levels, local government systems, executives and judiciaries.
- The critiques of the institutions and practices.
- Changes that have been proposed, have taken place and have been resisted.
- Reason why changes have been implemented or resisted.
- Examples of change and resistance to change in UK politics and in other systems, particularly the USA and the EU.
- Relevant examples from throughout specification to illustrate arguments.
- Developments in Wales, Scotland and Northern Ireland.
- Comparative examples from other systems such as the USA and the EU.

Skill/Analysis

As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive.

As with many political issues, there is no right or wrong answer to this question. The question is in the form of a proposition to be discussed and candidates may support the statement, reject it, or sit on the fence. Answers should be judged on factors such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.

Candidates should recognise that the focus of their analysis should be on developments and change within government and politics and examine the extent to which these are real rather than apparent.

They may note that politicians often speak glibly of change as a basis for winning the support of individuals and groups.

The examples of change to be examined may come from any of the numerous areas covered under the headings in the specification such as Westminster, Whitehall, local government, devolution, various government policies in education, health and so on.

They may also consider ideological change such as the coming of the New Right, neoliberalism, the third way.

They may consider the doctrines of conservatism that change should be organic rather than revolutionary.

They may consider change within political parties and other organisations, such as pressure groups.

They may consider the forces that reduce change and apply theories such as disjointed incrementalism.

Candidates may introduce examples from other countries, particularly the USA, and the EU.

Conclusions should evaluate the appropriateness of the statement that the more things change the more they remain the same to developments in government and politics. Either position is acceptable, but must be derived from the preceding analysis.

There should be a clear and full evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates should demonstrate an ability to draw parallels and make comparisons across the whole range of the specification and to use these in constructing arguments and discussions that cover the subject in the broadest sense.

D2**Total for this question: 40 marks**

“The evolution of a political party is a never-ending battle between traditionalists and modernisers.”
Discuss. (40 marks)

Knowledge and Understanding

In this synoptic question there are no limits to the areas of knowledge that a candidate may feel able to bring to the discussion. Hence, any specification of knowledge requirements can only be indicative. Candidates are not expected to include all the material indicated below. On the other hand, they may successfully include material not indicated here.

Candidates should demonstrate knowledge and understanding of the following:

- The concept of political party and its role in politics.
- The terms ‘traditionalist’ and ‘moderniser’.
- The term ‘battle’ as used in the context of the question.
- Key milestones in the developments of major political parties.
- The ideologies of parties and of changing ideological patterns.
- The organisation of parties and changing patterns in areas such as leadership selection, funding, sponsorship, role of the mass membership, candidate selection.
- Individuals within parties who may be seen as exemplars of traditionalists or modernisers.
- Examples of cases of reform or modernisation within parties.
- The policy position of parties and the way these change.
- Forces for change within parties, such as the mass membership, the need for electoral success, ideological conflict and personality battles.
- Relevant examples from throughout the specification to illustrate arguments.
- Developments in Wales, Scotland and Northern Ireland.
- Comparative examples from other systems such as the USA and the EU.

Skill/Analysis

As with the knowledge and understanding category, the synoptic nature of the essays leaves open a wide range of approaches to analysis and the following skills specification is indicative rather than definitive.

As with many political issues, there is no right or wrong answer to this question. The question is in the form of a proposition to be discussed and candidates may support the statement, reject it, or sit on the fence. Answers should be judged on factors, such as the quality of the argument, the depth of knowledge and understanding, the degree of synopticity, the appropriateness of the examples and the internal logic of the discussion.

Candidates should recognise that the essence of the question relates to change and continuity within political parties.

Candidates should analyse the concepts of traditionalist and moderniser.

They should identify and explain some key developments within parties and identify key figures associated with these, such as Thatcher and Blair.

They should identify forces resisting change, such as the ‘wets’ and Europhiles (in Thatcher’s case) and Old Labour (in Blair’s case).

They may look at forces such as feminism and racial diversity and their counters in the form of sexism and racism.

They should identify and analyse forces for change, such as demographic and social patterns, voting behaviour including party dealignment, demands for nationalism, the growth of an ethnic vote and so on.

They should note the importance of ideological shifts in society.

They should note that party splits can damage electoral ambitions.

They may offer analyses of the position of the nationalist parties in Northern Ireland, Wales and Scotland.

They may also note the operation of all parties in the new provincial assemblies.

They may introduce a comparative dimension, looking particularly at the USA and the EU.

The conclusion should reach a position on the extent to which the evolution of a political party is a never-ending battle between traditionalists and modernisers. This must be derived from the preceding discussion. It may reject or support the contention, or may decide to adopt an intermediate position.

There should be a clear and full evaluation of political institutions, processes, behaviour, arguments and explanations. Candidates should demonstrate an ability to draw parallels and make comparisons across the whole range of the specification and to use these in constructing arguments and discussions that cover the subject in the broadest sense.