

Mark Scheme (Results) January 2009

GCE

GCE Government & Politics
(6GP01) Paper 1

Unit 1 (6GP01/01): People and Politics

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| Question number | Question |
| 1.(a) | Outline the workings of the Additional Member System (AMS). |
| Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>) | |
| <p>The key operational aspects of the AMS are:</p> <ul style="list-style-type: none"> • The AMS system is a 'hybrid' voting system. • It is a combination of FPTP (first past the post) with the regional party list system. A plurality and a proportional combination. • The electorate make two choices when they vote, one for the candidate in their constituency the other from the party list. • This produces two types of representative one local and one regional (multi-member constituencies) • The party-list element is used to 'top up' the constituency vote. It is used correctively to achieve a more proportional outcome using the D'Hondt method. • In Scotland and London 56% of seats are filled by FPTP; in Wales this is 67%. | |
| AO1 | Knowledge and understanding |
| <ul style="list-style-type: none"> • 1 mark for each feature accurately identified. • Up to 2 marks for a more detailed or developed description <i>of a particular feature</i> which shows an expansive, comprehensive knowledge and understanding. | |

| Question number | Question |
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| 1.(b) | How has the use of AMS affected party representation in the UK? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| AMS has affected party representation in many ways in the UK. <ul style="list-style-type: none"> • It has meant that a wider and more diverse range of political parties have been elected than under FPTP. • This has meant that more political parties have enjoyed administrative power such as the Liberal Democrats who formerly shared power in the Scottish parliament with Labour. • The above introduces the fact that single party majorities are highly unlikely with AMS. • It has reduced the dominance of the Labour Party in both Wales and Scotland. It has not become the automatic or 'natural' party of government. • It has revived and enhanced the fortunes of the nationalist parties Plaid Cymru and the SNP. • It has revived and enhanced the representation of the Liberal Democrats • It has enhanced the representation of the Green Party. • It has allowed for minor party representation such as the Scottish Socialist parties in Scotland. • It had revived and increased representation for the Conservative Party in Scotland especially but also in Wales. | |
| Level 1 (0-2 Marks) | Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 2 (3-4 Marks) | Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 3 (5-7 Marks) | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| AO2 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> • Ability to analyse and explain how AMS has changed political party fortunes. | |
| Level 1 (0-1 Marks) | Limited ability to analyse political information, arguments and explanations. |
| Level 2 (2 Marks) | Sound ability to analyse political information, arguments and explanations. |
| Level 3 (3 Marks) | Good or better ability to analyse political information, arguments and explanations. |

| Question number | Question |
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| 1.(c) | Should proportional representation be introduced for elections to the House of Commons? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>Currently the House of Commons is elected by the system of First Past the Post, which is a simple plurality system. There has been a long running debate as to whether proportional representation (PR) should be introduced in its place. PR arises in many forms, its aim being to make the number of votes cast for a party to be accurately reflected in the number of seats gained in the legislature.</p> <p>There are a range of arguments for the introduction of proportional representation for elections to the House of Commons it is suggested that:</p> <ul style="list-style-type: none"> • It will make the House of Commons more reflective of how the country voted. • It will eradicate many of the anomalies or the alleged unfairness of the current system. These include issues such as tactical voting, safe seats, marginal seats etc. • It will increase voter turnout at the general election. • It will revive the fortunes of the Liberal democrats and other smaller parties. • It will move to make votes nationally to be of equal value. • It will introduce a clear possibility of coalition governments. <p>However there are arguments that proportional representation should not be introduced for elections to the House of commons, it is suggested that:</p> <ul style="list-style-type: none"> • It will produce unstable governments which fail to secure a working majority. • It will introduce coalitions as the norm. • There is no major demand amongst the public for change. • The current system is easy to use and operate. • It will eradicate the link of MPs to a constituency base. • It will serve to allow extremist parties to gain credence and respectability. • There are many types of PR and no one system emerges as being appropriate for the House of Commons. | |
| Level 1 (0-2 Marks) | Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 2 (3-5 Marks) | Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 3 (6-8 Marks) | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |

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| AO2 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> • Ability to analyse and explain the arguments for and against proportional representation. • Ability to evaluate the arguments concerning PR and develop a reasoned conclusion. | |
| Level 1 (0-3 Marks) | Limited ability to analyse and evaluate political information, arguments and explanations. |
| Level 2 (4-5 Marks) | Sound ability to analyse and evaluate political information, arguments and explanations. |
| Level 3 (6-9 Marks) | Good or better ability to analyse and evaluate political information, arguments and explanations. |
| AO3 | Communication and coherence |
| Appropriate vocabulary in this question may include terms such as voter turnout, coalition government, marginal and safe seats amongst other relevant and illustrative terminology. The response will be structured and show developmental progression. It will where relevant move to a reasoned conclusion. | |
| Level 1 (0-2 Marks) | Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |
| Level 2 (3-5 Marks) | Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. |
| Level 3 (6-8 Marks) | Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. |

| Question number | Question |
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| 2.(a) | Using an example, define adversary politics. |
| Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>) | |
| <p>Adversary politics is said to encompass the following:</p> <ul style="list-style-type: none"> • A fundamental or ideological disagreement on key political ideas. • This disagreement may expand to cover policy delivery where party differences are over basic strategies rather than matters of emphasis or detail. • There is a lack of consensual areas upon which parties can agree upon, there is no bi-partisan approach adopted. • An example of this in the UK was the policies and approaches of the Labour Party and the Conservative Party in the early 1980's. | |
| AO1 | Knowledge and understanding |
| <ul style="list-style-type: none"> • 1 mark for each feature accurately identified. • Up to 2 marks for a more detailed or developed description <i>of a particular feature</i> which shows an expansive, comprehensive knowledge and understanding, and also up to 2 marks for a developed example. • A maximum of three marks is possible if no example is provided. | |

| Question number | Question |
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| 2.(b) | What divisions exist within the current Conservative Party over ideas and policies? |
| A01 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>All political parties can be said to contain within them divisions or differing sections. Major tensions are illustrated with a party by policy divergence. The extent of the unity within the Conservative Party can be questioned; divisions are said to exist over the following ideas and policy routes:</p> <ul style="list-style-type: none"> • A division over the party's attitude to its Thatcherite past. • The above can be seen to embody differing wings of the party that have varied ideas. The traditionalists who stress family values and law and order. The libertarian section which advocates low taxation and minimal state interference. Next the 'modernisers' who stress ideas of social inclusion, efficient public services and concern about poverty. • These divisions embody a different attitude to the role of the state, whether it should be active or passive in citizens' lives. • There may be disunity in preference for private provision in public services as opposed to enhancing state provision (NHS v Private medicine for example). • There can be seen to be disunity between those in the party who prefer unregulated capitalism in preference to some limited state intervention in the economy. • This lack of unity may be seen with those in the party who wish to cut taxes and those who will not do so initially upon taking office. • There is disunity over attitude to crime which has expressed itself on the one hand as authoritarian on one side and compassionate and reformative on the other. • There may be a tension between those who prize economic freedoms above the party's commitment to its 'green' credentials. • There may be disunity between those who place social justice before the concept of 'self-help'. • Within the party there is a lack of unity over the issue of the EU and the Euro. • These divisions may be depicted as a lack of unity between the 'new right' and the 'one nation' sections of the party. | |
| Level 1 (0-2 Marks) | Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 2 (3-4 Marks) | Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 3 (5-7 Marks) | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |

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| AO2 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> Ability to analyse and explain the differing ideas and policy offerings which give rise to these differences. | |
| Level 1 (0-1 Marks) | Limited ability to analyse political information, arguments and explanations. |
| Level 2 (2 Marks) | Sound ability to analyse political information, arguments and explanations. |
| Level 3 (3 Marks) | Good or better ability to analyse political information, arguments and explanations. |

| Question number | Question |
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| 2.(c) | To what extent are there differences between the Labour and Conservative Parties over policies and ideas? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>There is evidence for both consensus and divergence between the Labour and Conservative Parties over policies and ideas.</p> <ul style="list-style-type: none"> • In the area of consensus both parties are committed in terms of ideas and policy to a free market. There is a commitment to promoting an enterprise culture in which the state plays a reduced role. This is seen in ideas across a range of policy areas from business friendly governmental actions to the continuance of market mechanisms in state provision such as the health service. • This may be seen as Labour’s acceptance of the key ideas of Thatcherism. • Both parties are keen to see welfare not as a hand out but as a hand up and thus seek to advocate that individuals take on responsibility themselves. • This may be seen in the restriction of automatic and universal state benefits. • Both parties follow similar ideas in terms of foreign policy, this is pro US and in the main pro EU. Both parties were in favour of the war with Iraq. • Both parties are in favour of promoting environmentally focused ideas and policy aimed at reducing carbon emissions. • Both parties advocate a reducing tax burden and show a commitment to reducing income tax. • Both parties are keen to raise standards in public services and thus advocate the development of performance monitoring by league tables and the like. • In summation this may be seen as a consensus over policy and ideas with disagreement emerging on detail and/or delivery. <p>However to imply that there is no difference in terms of policy and ideas would be wrong. There are areas of clear difference between the two parties.</p> <ul style="list-style-type: none"> • There is a fundamental difference in delivery mechanism or commitment levels in all of the above. • The debate over ID cards and the Lisbon Treaty show the divisions on policy and ideas. • The Conservatives are sceptical of continued constitutional change but will accept most of what they may inherit if elected to government. • The Conservatives are prepared to remove the Welsh Assembly following a referendum. Ken Clarke has followed Malcolm Rifkind in suggesting an ‘English only’ forum to exclude Scottish MP’s from English only issues. • They are less enthusiastic towards the EU though do not advocate withdrawal. They are more opposed to the Euro and the advance of an EU constitution. • The Conservatives have a more distinct stance on the issue of immigration. • Currently the Conservatives under Cameron are moving to delivering social policy through civil society, which does not fully rely on the state. | |

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| <ul style="list-style-type: none"> The Conservatives have adopted a restricted amount of detail concerning major changes arguably for two reasons, one they imply that their ideas are 'stolen'/copied and used by the government (as the pre-Queens speech indicated) and secondly they hope that they prefer the government to fail rather than to announce intricate detail on policy and ideas too early before an election. <p>Particular emphasis on contemporary developments between the two parties are highly relevant by their contrasting (and at times similar) responses to the financial crisis and the economic downturn.</p> | |
| Level 1 (0-2 Marks) | Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 2 (3-5 Marks) | Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 3 (6-8 Marks) | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> Ability to analyse and explain the comparisons and divergence between ideas and policies of both parties. Ability to evaluate the degree and extent of disagreement and consensus that is said to exist. | |
| Level 1 (0-3 Marks) | Limited ability to analyse and evaluate political information, arguments and explanations. |
| Level 2 (4-5 Marks) | Sound ability to analyse and evaluate political information, arguments and explanations. |
| Level 3 (6-9 Marks) | Good or better ability to analyse and evaluate political information, arguments and explanations. |
| A03 | Communication and coherence |
| <p>Appropriate vocabulary in this question may include terms such as consensus/adversary politics Conviction politics Old labour/New Labour One Nation and New Right and other pertinent illustrative terminology. The response will be structured and show developmental progression. It will where relevant move to a reasoned conclusion.</p> | |
| Level 1 (0-2 Marks) | Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |
| Level 2 (3-5 Marks) | Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. |
| Level 3 (6-8 Marks) | Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. |

| Question number | Question |
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| 3.(a) | Using examples, distinguish between a sectional and promotional pressure groups. |
| Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>) | |
| <p>Pressure groups are common features of a pluralist democracy. They may be divided into sectional and promotional/cause groups.</p> <p>A sectional pressure group can be defined as:</p> <ul style="list-style-type: none"> • Promoting the interest of one element or 'section' of society. • These sectional groups can be economic or social sections. • They tend to be exclusive and have restricted rather than open membership. • Examples include professional bodies, trade unions etc. <p>A promotional or cause group can be defined as:</p> <ul style="list-style-type: none"> • Having open membership. • Motivated not only by self interest but could be driven by altruistic aims. • Perhaps more numerous than sectional groups. • Examples include environmental groups and animal welfare groups. | |
| AO1 | Knowledge and understanding |
| <ul style="list-style-type: none"> • 1 mark for relevant distinctions accurately identified. • Up to 2 marks for a more detailed or developed description of a particular distinction, which shows an expansive, comprehensive knowledge and understanding. • A maximum of three marks is possible if no examples are provided. | |

| Question number | Question |
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| 3.(b) | Explain the methods used by pressure groups to influence government. |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>Pressure groups have various means of exerting influence on government:</p> <ul style="list-style-type: none"> • They may protest and demonstrate in high profile venues such as Governmental offices and parliament. • Insider groups can be said to have ease of access in directly contacting both ministers and civil servants. • Sectional groups may strike to disrupt economic activity to move the government. • Pressure groups may hand in petitions to the PM and Ministers. • Pressure groups may use e-petitions and the Internet to voice their concerns. • Some pressure groups contribute to political party funds and are said to gain a privileged access via this method if that party goes on to form a government. • Some pressure groups may provide an essential linkage for government when the government is considering new legislation or policy changes and this provides pressure groups with access to influence governments. | |
| Level 1 (0-2 Marks) | Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 2 (3-4 Marks) | Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 3 (5-7 Marks) | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| AO2 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> • Ability to analyse and explain the differing methods use by pressure groups to influence government. | |
| Level 1 (1 Mark) | Limited ability to analyse political information, arguments and explanations. |
| Level 2 (2 Marks) | Sound ability to analyse political information, arguments and explanations. |
| Level 3 (3 Marks) | Good or better ability to analyse political information, arguments and explanations. |

| Question number | Question |
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| 3.(c) | To what extent do pressure groups promote pluralist democracy? |
| AO1 | Knowledge and understanding |

Key knowledge and understanding (*This is not an exhaustive account of relevant points*)

Pluralist democracy is a particular type of democracy, which operates with numerous organised groups who all have some political leverage in the decision-making forum. It assumes the absence of elite groups who would dominate the political forum with their demands. Finally, it assumes a 'neutral' government who listens to, and acts on the outcomes of these competing interests.

Thus the multiplicity and operation of pressure groups are considered to be an essential component in the promotion of pluralist democracy.

Consideration that pressure groups promote pluralist democracy could encompass the following:

- The existence of varied and numerous pressure groups support the theory of pluralism.
- Opposing pressure groups compete in open forum for public and governmental attention.
- The government openly accept the existence of pressure groups and involve them in decision making.
- There are no legal restrictions upon pressure group formation and the more recent media and internet developments only serves to enhance pluralist democracy.
- Pressure group activity in itself serves to enhance pluralist democracy by providing information and education to the public.
- Pressure groups can be considered to widen the access to power and decision making for the mass of the citizens.
- Governments take into account the claims of pressure groups when making decisions.

However there are arguments that pressure groups do not promote pluralist democracy such as:

- Pressure group activity can be viewed as elitist from several perspectives.
- Governments favour certain groups who share their views or are at the time 'electorally' beneficial to their cause.
- This can be related to outsider or insider status.
- Some groups because of their economic power have more influence than others and this causes a disruption of the pluralist democratic position.
- Building on from the above it may be said that pressure groups can be considered to narrow not widen political access to government and in some senses empower the already powerful.
- This economic power will take several guises; it may be that some can exert influence for their strategic position in society.
- Some groups can afford advertising to get their message across and thus they 'buy' their power.

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| <ul style="list-style-type: none"> • At times protestors in pressure groups can use power not reflective of the feeling or wishes of society. • There are few formal mechanisms, which can make pressure groups accountable for their actions; in a pluralist democracy this can be seen as power without responsibility or satisfactory safeguards. | |
| Level 1 (0-2 Marks) | Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 2 (3-5 Marks) | Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 3 (6-8 Marks) | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> • Ability to analyse and explain the concept of pluralist democracy and consider if pressure groups fulfil this role. • Ability to evaluate the question set and reach a considered conclusion. | |
| Level 1 (0-3 Marks) | Limited ability to analyse and evaluate political information, arguments and explanations. |
| Level 2 (4-5 Marks) | Sound ability to analyse and evaluate political information, arguments and explanations. |
| Level 3 (6-9 Marks) | Good or better ability to analyse and evaluate political information, arguments and explanations. |
| A03 | Communication and coherence |
| Appropriate vocabulary in this question may include terms such as pluralism, elitism, corporatism, political participation and other pertinent illustrative terminology. The response will be structured and show developmental progression. It will where relevant move to a reasoned conclusion. | |
| Level 1 (0-2 Marks) | Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |
| Level 2 (3-5 Marks) | Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. |
| Level 3 (6-8 Marks) | Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. |

| Question number | Question |
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| 4.(a) | What are the main features of representative democracy? |
| Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>) | |
| <p>Representative democracy is the chosen political framework of most developed countries in the West, it can be said to have the following aspects:</p> <ul style="list-style-type: none"> • Free, fair and regular elections at a range of levels. • Universal suffrage/wide franchise. • Assemblies or legislatures which pass laws, the UK parliament. • The public are not personally involved in office holding but do this via a representative. • Decisions reached on the basis of a majority. • Tolerance of differing viewpoints. • Widespread civil rights such as the right to free speech, right to protest. • A range of political parties which represent differing policies and ideas. • Pressure group activity. | |
| AO1 | Knowledge and understanding |
| <ul style="list-style-type: none"> • 1 mark for each feature accurately identified • Up to 2 marks for a more detailed or developed description <i>of a particular feature</i> which shows an expansive, comprehensive knowledge and understanding. | |

| Question number | Question |
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| 4.(b) | In what ways has political participation declined in the UK in recent years? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| Concerns have arisen in the UK about levels of political participation for the following reasons: | |
| <ul style="list-style-type: none"> Declining turnout at elections (all levels and types may be cited): The above damages the legitimacy of the politicians elected. There is damage to those elected politicians who go on to hold office and/or governmental power. Declining political party membership: This causes several concerns, firstly from the lack of interest within the electorate to join a party. Secondly it promotes a concern that there will be a shortage of politicians of calibre to hold office. It is also suggested that the levels of participation have fallen as the main parties who contest elections all hold similar views so there is a lack of choice and thus people fail to be engaged and participate. This can be said to contribute to partisan dealignment. It can be seen to produce a decline in political activists for the major political parties which in turn has an impact on raising levels of participation. The level of political participation may be falling as the public become disillusioned with the behaviour and conduct of politicians (sleaze etc.). | |
| Level 1 (0-2 Marks) | Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 2 (3-4 Marks) | Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 3 (5-7 Marks) | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| AO2 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> Ability to analyse and explain the various ways in which political participation has declined in the UK. | |
| Level 1 (0-1 Marks) | Limited ability to analyse political information, arguments and explanations. |
| Level 2 (2 Marks) | Sound ability to analyse political information, arguments and explanations. |
| Level 3 (3 Marks) | Good or better ability to analyse political information, arguments and explanations. |

| Question number | Question |
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| 4.(c) | Evaluate the effectiveness of the various ways in which participation and democracy could be strengthened in the UK. |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>) | |
| <p>Democracy and participation could be strengthened by the following methods:</p> <ul style="list-style-type: none"> • The introduction of compulsory voting for all citizens. This automatically increases participation levels and makes the elected representatives more accurately reflective and thus advanced democratic legitimacy. However to force someone to make a choice and vote may be unreal, there may be no real choice for them. Many former regimes cited turnout in the high 90% but the choice on offer was false. • Reducing the voting age to 16. Here it is argued that matching the voting age to other 'maturation' levels is just and fair. It will develop political engagement and prevent frustration. The counter position notes that at 16 young adults are still not experienced enough to make that choice. • The greater use of referendums. As a means of direct democracy this instantly advance legitimacy to decisions. However the public can soon tire of referendums and their creation may reflect government drives as opposed to democratic advancement. • The use of initiatives and the process of recall. It is argued that this would invigorate life into politics and add democratic power to the public. Opposition hints that this creates political instability where a sensitive and scheming media may really create puppets out of the electorate. • The introduction of more electronic technology to aid participation. This makes both the process of voting easier and the scope of participation levels to be more accurate, swift and expansive. Opponents hint that this may simply alienate the public further and set them akin to a frivolous TV vote show as opposed to a major life changing decision. • A change to the voting system for Westminster elections. On the one hand this could revitalise politics especially at Westminster if PR were to be introduced, it would make citizens feel that their vote was equal and counted. However there is no agreed electoral system that commands universal approval. In addition where PR has been introduced it has not especially delivered increased level of participation. • Increased provision of political education. It is argued if the public in school and beyond were allowed greater levels of political education then levels of participation would increase as people both valued and understood the political process. • Constitutional reform by governmental structure may improve both participation and democracy - the House of Lords reform may be cited. | |
| Level 1 (0-2 Marks) | Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 2 (3-5 Marks) | Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |
| Level 3 (6-8 Marks) | Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. |

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| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <ul style="list-style-type: none"> • Ability to analyse and explain the suggested ways by which participation and democracy could be enhanced. • Ability to evaluate the various suggested methods of improving participation and democracy demonstrating appreciation of both the positive and negative suggested impacts. | |
| Level 1 (0-3 Marks) | Limited ability to analyse and evaluate political information, arguments and explanations. |
| Level 2 (4-5 Marks) | Sound ability to analyse and evaluate political information, arguments and explanations. |
| Level 3 (6-9 Marks) | Good or better ability to analyse and evaluate political information, arguments and explanations. |
| A03 | Communication and coherence |
| Appropriate vocabulary in this question may include terms such as political apathy, democratic deficit, compulsory voting, participation crisis and other pertinent illustrative terminology. The response will be structured and show developmental progression. It will where relevant move to a reasoned conclusion. | |
| Level 1 (0-2 Marks) | Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. |
| Level 2 (3-5 Marks) | Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. |
| Level 3 (6-8 Marks) | Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. |