

Paper 2 UK Government mark scheme

Section A

Question number	Indicative content
1(a)	<p>AO1 (10 marks)</p> <p>Candidates may refer to the following main sources of the Constitution:</p> <ul style="list-style-type: none"> statute Laws passed by Parliament, which includes several important historical acts such as the Bill of Rights, Acts of Succession common law made by Judges where statute law is silent or unclear and carrying the weight of statute law, such as laws surrounding breach of the peace or misconduct in a public office conventions or traditions not contained in law but influential in the operation of the political system, such as the convention on collective ministerial responsibility authoritative works: works written by experts describing how a political system is run which are not legally binding but which are taken as significant guides, such as Erskine May's guide to Parliamentary Procedure European law: law passed by the European Union, under the authority of the European Communities Act, and which take precedence over UK law. <p>Accept any other valid responses.</p>

Level	Mark	AO1 Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Demonstrates limited knowledge and understanding of political institutions, processes, concepts, theories and issues. Makes superficial links of knowledge and understanding to a particular context. Uses a narrow range of knowledge and understanding to support arguments/ideas.
Level 2	4–7	<ul style="list-style-type: none"> Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. Makes some effective links of knowledge and understanding to a particular context. Uses a broad range of knowledge and understanding to support arguments/ideas.
Level 3	8–10	<ul style="list-style-type: none"> Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. Makes fully-effective links of knowledge and understanding to a particular context. Uses a comprehensive range of knowledge and understanding to support arguments/ideas.

Question number	Indicative content
1(b)	<p>AO1 (10 marks)</p> <p>Candidates may refer to the following main stages of a legislative bill:</p> <ul style="list-style-type: none"> • first reading: the first stage of a Bill's passage through the House of Commons – usually a formality, it takes place without debate • second reading: the first opportunity for MPs to debate the main principles of the Bill • committee stage: the detailed examination of the Bill by a committee, where amendments are considered and voted on • report stage: the opportunity for MPs to consider and vote on further amendments to a Bill which has been examined in committee. • third reading: the final chance for the Commons to debate the contents of a Bill. <p>Accept any other valid responses.</p>

Level	Mark	AO1 Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates limited knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes superficial links of knowledge and understanding to a particular context. • Uses a narrow range of knowledge and understanding to support arguments/ideas.
Level 2	4–7	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes some effective links of knowledge and understanding to a particular context. • Uses a broad range of knowledge and understanding to support arguments/ideas.
Level 3	8–10	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues. • Makes fully-effective links of knowledge and understanding to a particular context. • Uses a comprehensive range of knowledge and understanding to support arguments/ideas.

Section B

Question number	Indicative content
2	<p>AO1 (5 marks), AO2 (5 marks)</p> <p>AO1 will be used by candidates to underpin their analysis (AO2). AO2 requires candidates to develop their answers showing analytical skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) when explaining the advantages of the House of Lords selection:</p> <ul style="list-style-type: none"> • members of the Lords are appointed on merit rather than on personal or party popularity • members of the House of Lords often retain outside interests rather than being expected to serve as full-time politicians • some members of the House of Lords remain independent of political parties • membership of the House of Lords is partly based on members' contributions to the range of issues likely to come before the House. <p>Candidates may refer to the following analytical points (AO2) when explaining the advantages of the House of Lords selection:</p> <ul style="list-style-type: none"> • the independent scrutiny of some members of the House of Lords and their experience and personal qualities is more rigorous than the election of the House of Commons • the Lords' acceptance of members' continuing professional and other working interests provides a broader perspective than the full-time House of Commons • the mix of independent and party political members in the House of Lords provides a more varied house, which is beneficial to parliamentary scrutiny • the process for the House of Lords in looking at the different members' expertise provides a broader balance and variety than individual election. <p><i>Do not credit any AO1 responses that come from beyond the source.</i></p> <p>Accept any other valid responses.</p>

In AO2 political information means source.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation (AO1). • Limited analysis of political information with partial logical chains of reasoning, which make simplistic connections between ideas and concepts (AO2).
Level 2	4–7	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation (AO1). • Mostly focused analysis of political information with clear, logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2).
Level 3	8–10	<ul style="list-style-type: none"> • Demonstrates comprehensive and precise knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation (AO1). • Consistent and sustained analysis of political information, with coherent logical chains of reasoning, which make convincing connections between ideas and concepts (AO2).

Question number	Indicative content
3	<p>A02 (5 marks), A03 (5 marks)</p> <p>A02 and A03 require candidates to analyse and evaluate the sources and develop their answers showing comparative analytical and evaluative skills to address the question.</p> <p>Candidates should focus their comparison on analysing the similarities and differences of the viewpoints given in the sources.</p> <p>Candidates may refer to the following comparative analytical points (A02) when assessing the similarities and differences between the two sources:</p> <ul style="list-style-type: none"> • source 2 argues that membership of the European Union (EU) is about extending sovereignty, while source 3 that the EU is a negative entity that drains power away from member states • source 2 argues that sovereignty is not something that a government either has or does not have, while source 3 argues that the EU has removed UK sovereignty, which suggests that it a binary issue • the sources appear to agree that defence and military policy are key areas, but source 2 contends that the UK retains control over these areas while source 3 argues that some control of these areas has been lost • source 2 notes that there is a continuing requirement of unanimity in key areas, while source 3 does not mention this exception to the pooling of sovereignty as being significant. <p>Candidates may refer to the following comparative evaluative points (A03) when assessing the information in the two sources:</p> <ul style="list-style-type: none"> • source 2 argues from a pro-European viewpoint whilst source 3 is wholly Euro-sceptical, and both sources could be criticised on this basis • source 2 accurately reflects the legal situation – that sovereignty is not lost – while source 3 reflects a perception of political reality in which control has been lost • source 2 implies that the UK has increased its influence <i>significantly</i> over pooled matters, whilst source 3 implies that the UK has <i>no</i> influence over these matters and both are questionable • both sources partly rely on assertion – for example source 2 states that sovereignty has been ‘enhanced’ and source 3 comments on the EU’s ‘supreme ambition’. <p>Candidates who <i>do not</i> undertake any comparative analysis of the source cannot achieve marks beyond Level 1.</p> <p>There are no A01 marks available. <i>Do not</i> give credit to responses where candidates demonstrate knowledge alone. Any knowledge used must support their analysis and evaluation.</p> <p>Accept any other valid responses.</p>

In AO2 and AO3 political information means source.

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–3	<ul style="list-style-type: none"> Limited comparative analysis of political information with partial logical chains of reasoning, referring to similarities and/or differences within political information, which make simplistic connections between ideas and concepts (AO2). Makes superficial evaluation of political information, constructing simple arguments and judgements, many which are descriptive and lead to limited unsubstantiated and unjustified conclusions (AO3).
Level 2	4–7	<ul style="list-style-type: none"> Mostly focused comparative analysis of political information with clear, logical chains of reasoning, drawing on similarities and/or differences within political information, which make mostly relevant connections between ideas and concepts (AO2). Constructs mostly relevant evaluation of political information, constructing mostly focused arguments and judgements, many which are substantiated and lead to some specific conclusions, that are sometimes justified (AO3).
Level 3	8–10	<ul style="list-style-type: none"> Consistent and sustained comparative analysis of political information, with coherent logical chains of reasoning, drawing on similarities and differences within political information, which make convincing connections between ideas and concepts (AO2). Constructs coherent and sustained evaluation of political information, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).

Section C

Question number	Indicative content
4(a)	<p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>This question requires candidates to draw on their knowledge and understanding of UK politics and government (AO1) to underpin their analysis (AO2) and evaluation (AO3).</p> <p>AO2 and AO3 require candidates to develop their answers showing analytical and evaluative skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that the UK Supreme Court <i>is</i> neutral and independent of the UK government:</p> <p>Agreement</p> <ul style="list-style-type: none"> • Supreme Court judges are shortlisted for appointment by an independent selection committee • Supreme Court judges enjoy security of tenure • government is unable, individually or collectively, to comment on active cases • Supreme Court judges are not permitted to be involved in political activity <p>Disagreement</p> <ul style="list-style-type: none"> • the final decision of the appointment of Supreme Court judges is made by the Lord Chancellor • Supreme Court judges make rulings on significant Judicial Review cases, including under the Human Rights Act • Supreme Court judges are demographically very imbalanced, being predominantly white, male and middle aged • in practice, and despite some high-profile cases, the Supreme Court rarely rules against the government. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> • independent appointment limits the ability of government to influence the views of potential judges or to select judges with personal opinions matching their own (AO2), therefore making it difficult for the government to influence their decisions, so they can be perceived as neutral and independent in nature and removed from government control (AO3) • security of tenure limits the ability of government to threaten the judges' position because of disagreement with judges' rulings (AO2), thus making judges more independent since they need not fear any consequences from their rulings, it supports the view as government intervention is limited (AO3) • the government's inability to comment on active cases limits their ability to influence judges' rulings before they are made (AO2), therefore ensures that a more independent decision can be made and that the view is correct, as the government cannot intervene or influence rulings (AO3) • limits on judges' political activity restricts their ability to publicly exercise personal political views (AO2), consequently making it harder for them to adopt a non-neutral stance, at least publicly, so that the view is correct (AO3).

Question number	Indicative content
4(a) (contd.)	<p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> the Lord Chancellor's involvement in appointments enables the government to choose judges who are more likely to uphold government positions, or whose personal opinions match their own, particularly as the Lord Chancellor is a party political figure (AO2), thus threatening both the independence and neutrality of the Supreme Court so that the government can have an active role, and therefore this view is not entirely accurate (AO3) Supreme Court rulings on Judicial Review, including under the Human Rights Act, are often political and involve commenting on areas traditionally covered by government (AO2), therefore any rulings on traditional government areas threaten neutrality and therefore the view is incorrect (AO3) the demographic imbalance of Supreme Court judges might incline them towards a more 'establishment' point of view (AO2), rather than a neutral stance that would come from a more representative balance of judges, so the view is incorrect in terms of overall neutrality (AO3) the rarity of Supreme Court rulings against the government, suggesting an unwillingness to exercise too much independence (AO2), thus this limits independence in practice even if it exists in theory, it goes against the view and supports a clear influence by the government and an unwillingness to be truly independent (AO3). <p>Candidates may refer to the following synoptic points:</p> <ul style="list-style-type: none"> the involvement of the Supreme Court in rights cases, and the questions this raises over independence and neutrality, directly links to debates over the tensions within the UK's rights-based culture as it raises questions about how far rights should be enforced by judges. [UK Politics: Democracy and participation 1.4] the recent Article 50 case has required the Supreme Court to rule in relation to a matter that went to a referendum, which could be seen as particularly damaging to their political neutrality. [UK Politics: Electoral systems 3.2] the increased media scrutiny of recent cases could also be seen as bringing judging into the political arena, making their judgments an electoral issue and threatening both their independence and neutrality [UK Politics: Voting behaviour and the media 4.3]. <p>Candidates may also draw parallels, connections and distinctions among the individual principles of independence and neutrality, and when they analyse and evaluate how the two interact.</p> <p>Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>have not</i> referred to both independence and neutrality and/or <i>have not</i> considered both views in a balanced way cannot achieve beyond Level 2.</p> <p>Candidates who do not make any synoptic points cannot achieve Level 5.</p> <p>Accept any other valid responses.</p>

Level	Mark	Descriptor
	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation. Makes limited synoptic points (AO1). • Limited analysis of aspects of politics with partial logical chains of reasoning, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many of which are descriptive (AO3).
Level 2	7–12	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation. Makes some relevant synoptic points (AO1). • Some emerging analysis of aspects of politics with some focused, logical chains of reasoning, which make some relevant connections between ideas and concepts (AO2). • Constructs some appropriate evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially unsubstantiated and lead to generic conclusions, without much justification (AO3).
Level 3	13–18	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation. Makes mostly relevant synoptic points (AO1). • Mostly focused analysis of aspects of politics with logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly focused arguments and judgements, many are substantiated and lead to some focused conclusions, that are sometimes justified (AO3).
Level 4	19–24	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are selected appropriately in order to underpin analysis and evaluation. Makes relevant synoptic points (AO1). • Focused analysis of aspects of politics with logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). • Constructs relevant evaluation of aspects of politics, constructing focused arguments and judgements, which are substantiated and lead to focused conclusions that are mostly justified (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates comprehensive and precise knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation. Makes consistent and coherent synoptic points (AO1). • Consistent and sustained analysis of aspects of politics, with coherent, logical chains of reasoning, which make convincing connections between ideas and concepts (AO2). • Constructs coherent and sustained evaluation of aspects of politics, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).

Question number	Indicative content
4(b)	<p>AO1 (10 marks), AO2 (10 marks), AO3 (10 marks)</p> <p>This question requires candidates to draw on their knowledge and understanding of UK politics and government (AO1) to underpin their analysis (AO2) and evaluation (AO3).</p> <p>AO2 and AO3 require candidates to develop their answers showing analytical and evaluative skills to address the question – such responses will be underpinned by their use of knowledge and understanding.</p> <p>Candidates may demonstrate the following knowledge and understanding (AO1) in relation to the view that UK Prime Ministers are able to control events and policy:</p> <p>Agreement</p> <ul style="list-style-type: none"> • Harold Wilson’s implementation of comprehensive education and the renationalisation of steel • Margaret Thatcher’s pursuit of the Falklands War, and her implementation of the economic policies of monetarism and the privatisation of utilities • Tony Blair’s role in the Northern Ireland Peace Process, which demonstrates influence over long-standing controversial political issues • David Cameron’s role in legalising same-sex marriage and the increase in the income tax allowance. <p>Disagreement</p> <ul style="list-style-type: none"> • Harold Wilson’s calling of a referendum of Britain’s membership of the European Community and his devaluation of the pound • Margaret Thatcher’s attempted implementation of the Community Charge (Poll Tax) • Tony Blair’s role in the Iraq war • David Cameron, with reference the 2016 EU referendum and the policy of austerity. <p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when agreeing with the view:</p> <ul style="list-style-type: none"> • Wilson’s renationalisation of steel, Thatcher’s implementation of the economic policies of monetarism and the privatisation of utilities, Blair’s implementation of his government’s economic policy, and Cameron’s increase in the income tax allowance, are all examples of perceived successful economic policy (AO2), thus leading to the evaluation that this can contribute to Prime Ministerial control and that Prime Ministers can have a very wide, far-reaching impact in terms of control on policy (AO3) • Thatcher’s pursuit of the Falklands War demonstrates the importance of the perceived success of military action on Prime Ministerial control (AO2), consequently by making it generally less likely that their opponents will challenge them, so therefore the view is correct that they have a great deal of power and control over events and policy (AO3) • Wilson’s implementation of comprehensive education, Blair’s role in the Northern Ireland Peace Process and Cameron’s role in legalising same-sex marriage are all examples of Prime Ministerial personality in achieving policy goals (AO2), thus demonstrating that, particularly on controversial issues, a strong, dominant Prime Minister has a great deal of control and power (AO3) • Cameron’s policies also demonstrate the particular issues that can advance Prime Ministerial control under coalition (AO2), therefore by giving them political cover with their own party and that, even when there are restrictions to a Prime Minister’s control, they can be circumvented (AO3).

Question number	Indicative content
4(b) (contd.)	<p>Candidates may refer to the following analytical (AO2) and evaluative (AO3) points when disagreeing with the view:</p> <ul style="list-style-type: none"> • Wilson’s devaluation of the pound demonstrates the impact that external events can have on Prime Ministerial control of stated economic policy (AO2), as he was forced into this action rather than choosing to do it, this therefore goes against the view that Prime Ministers have ultimate control and power (AO3) • Thatcher’s experience with the Poll Tax demonstrates the effect of unpopular policy on Prime Ministerial popularity (AO2), consequently the public reaction meant that the tax came under review against the Prime Minister’s wishes, this is contrary to the view expressed and shows there are limits to a Prime Minister’s control (AO3) • Blair’s role in the Iraq war demonstrates how individual issues can come to dominate the political agenda and Prime Ministerial legacy to the exclusion of others (AO2), thus making it harder to control other events and policy, therefore the view is not always correct and Prime Ministerial control can be eroded over time (AO3) • Wilson’s calling of a referendum of Britain’s membership of the European Community, and Cameron’s 2016 EU referendum, demonstrate the limited impact that party and public concerns can have on Prime Ministerial control (AO2), therefore this is proof that the statement is inaccurate as their control can be weakened by public decision making (AO3). <p>Candidates may refer to the following synoptic points:</p> <ul style="list-style-type: none"> • links can be made between Prime Minister’s (lack of) control and divisions and changes within their own parties – for example Cameron and same-sex marriage and Thatcher’s economic policies. [UK Politics: Political Parties 2.2] • links can be made between Prime Minister’s (lack of) control of the political agenda and the calling of referendums – for example Wilson in 1975 and Cameron in 2016 [UK Politics: Electoral systems 3.2] • links can be made between Prime Minister’s (lack of) control of the political agenda and to a number of different General Elections that may have been studied – for example Thatcher in 1983, Blair in 2005 etc. [UK Politics: Voting behaviour and the media 4.2]. <p>Reasonable alternative interpretations of the above events should be credited.</p> <p>Candidates may refer to alternative Prime Ministers, provided they discuss at least two Prime Ministers (one pre-1997 and one post-1997).</p> <p>Candidates must consider both views in their answers in a balanced way. The judgement a candidate reaches about these views should be reflected in their conclusion.</p> <p>Candidates who <i>have not</i> referred to one pre-1997 and one post-1997 Prime Minister and/or <i>have not</i> considered both views in a balanced way cannot achieve beyond Level 2.</p> <p>Candidates who do not make any synoptic points cannot achieve Level 5.</p> <p>Accept any other valid responses.</p>

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	0	No rewardable material.
Level 1	1–6	<ul style="list-style-type: none"> • Demonstrates superficial knowledge and understanding of political institutions, processes, concepts, theories and issues, with limited underpinning of analysis and evaluation. Makes limited synoptic points (AO1). • Limited analysis of aspects of politics with partial logical chains of reasoning, which make simplistic connections between ideas and concepts (AO2). • Makes superficial evaluation of aspects of politics, constructing simple arguments and judgements, many of which are descriptive (AO3).
Level 2	7–12	<ul style="list-style-type: none"> • Demonstrates some accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, some of which are selected appropriately in order to underpin analysis and evaluation. Makes some relevant synoptic points (AO1). • Some emerging analysis of aspects of politics with some focused, logical chains of reasoning, which make some relevant connections between ideas and concepts (AO2). • Constructs some appropriate evaluation of aspects of politics, constructing occasionally effective arguments and judgements, some are partially unsubstantiated and lead to generic conclusions, without much justification (AO3).
Level 3	13–18	<ul style="list-style-type: none"> • Demonstrates mostly accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, many of which are selected appropriately in order to underpin analysis and evaluation. Makes mostly relevant synoptic points (AO1). • Mostly focused analysis of aspects of politics with logical chains of reasoning, which make mostly relevant connections between ideas and concepts (AO2). • Constructs mostly relevant evaluation of aspects of politics, constructing mostly focused arguments and judgements, many are substantiated and lead to some focused conclusions, that are sometimes justified (AO3).
Level 4	19–24	<ul style="list-style-type: none"> • Demonstrates accurate knowledge and understanding of political institutions, processes, concepts, theories and issues, which are selected appropriately in order to underpin analysis and evaluation. Makes relevant synoptic points (AO1). • Focused analysis of aspects of politics with logical chains of reasoning, which make relevant connections between ideas and concepts (AO2). • Constructs relevant evaluation of aspects of politics, constructing focused arguments and judgements, which are substantiated and lead to focused conclusions that are mostly justified (AO3).
Level 5	25–30	<ul style="list-style-type: none"> • Demonstrates comprehensive and precise knowledge and understanding of political institutions, processes, concepts, theories and issues, which are carefully selected in order to underpin analysis and evaluation. Makes consistent and coherent synoptic points (AO1). • Consistent and sustained analysis of aspects of politics, with coherent, logical chains of reasoning, which make convincing connections between ideas and concepts (AO2). • Constructs coherent and sustained evaluation of aspects of politics, constructing effectively substantiated arguments and judgements, which are consistently substantiated and lead to precise conclusions that are fully justified (AO3).