

[C070/SQP121]

Intermediate 2
Politics
Specimen Question Paper

Time: 1 hour 30 minutes

NATIONAL
QUALIFICATIONS

60 marks are available for this paper.

Section A: Political Theory

Section B: Political Structures

Section C: Political Behaviour

1. Read every question carefully.
2. Answer **all** the questions as fully as you can.
3. If you cannot do a question, go on to the next one. Try again later.
4. Write your answers in the answer book provided. Indicate clearly, in the left hand margin, the section and question being answered. Do not write in the right hand margin.

Section A: Political Theory

Marks

A1. (a) Choose **two** of the following political concepts.

- Democracy
- Power
- Authority
- Representation
- Responsibility
- Constitution
- State
- Ideology

Describe **two** key features for **each** of the concepts you have chosen.

4 + 4

(b) Describe how **one** of your chosen concepts operates in **two** different political contexts you have studied.

4

A2. Choose **one** of the 3 Newspaper Sources below.

Source A

“All human beings have natural rights”
says Senator from New York



“Freedom can be either positive or negative”
says MP for South Townside



“Equality of opportunity is important if society is to progress”
says Director of Equal Opportunities Commission

Source C



Describe what is meant by the statement in your chosen source, using examples from a political system you have studied.

4

A3. Choose **one** of the following political models.

- Liberalism
- Socialism
- Nationalism

Describe **two** key features of the political model you have chosen.

4

(20)

Section B: Political Structures

Marks

B4. Two types of political executives are presidential and parliamentary.

Choose **one** of these executives and describe its role in a political system you have studied. **5**

B5. The functions of political executives include the following.

- Making policy
- Mobilising support for policies
- Supervising the implementation of policy
- Crisis and ceremonial leadership

Choose **one** of the functions listed above and describe its key features in a political system you have studied. **5**

B6. Describe how a political assembly of your choice carries out **one** of the following functions.

- Scrutinising the executive
- Recruiting political leaders
- Making or dismissing a government
- Passing laws

5

B7. (a) Describe the process of appointing judges in **one** political system you have studied. **3**

(b) Give an example of an important ruling by judges in a political system you have studied. **2**

(20)

Section C: Political Behaviour

C8. *Political socialisation* involves the family, peer groups, the workplace, education, religion and the media.

Choose **one** of the factors mentioned above and using a political context with which you are familiar, describe the part it plays in *political socialisation*. **5**

C9. Study Sources 1, 2 and 3 below then answer the question which follows.

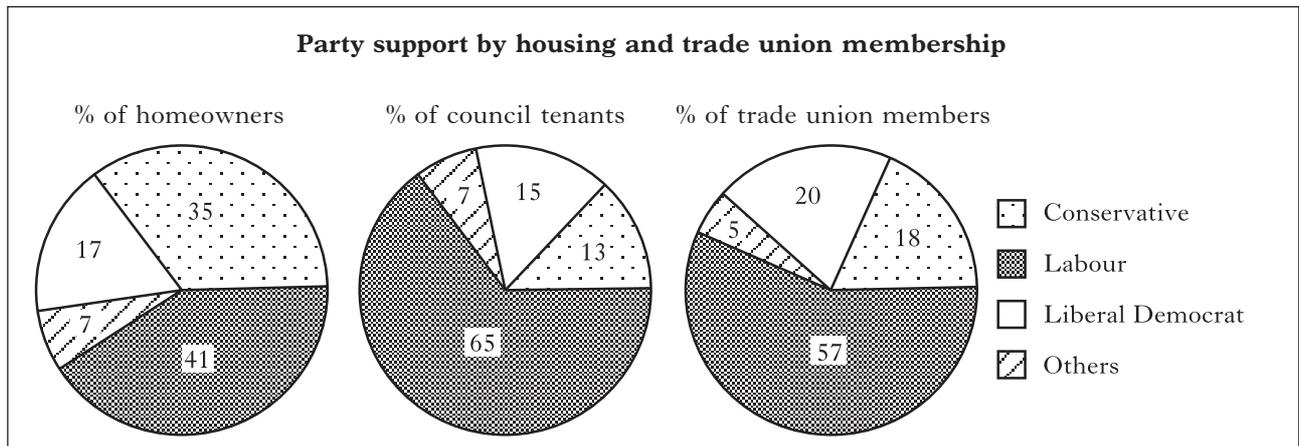
Source 1

The result of the 1997 General Election in Scotland and the UK				
Party	% of votes Scotland	Number of seats Scotland	% of votes UK	Number of seats UK
Labour	46	56	43	419
Conservative	18	0	31	165
Lib Dem	13	10	17	46
SNP	22	6	2	6
Others	1	0	7	23

Source 2

Party support by sex and age (%)			
	<i>Conservative</i>	<i>Labour</i>	<i>Liberal Democrat</i>
Men	31	44	17
Women	32	44	17
First time voters	19	57	18
Voters aged 65+	44	34	16

Source 3



Sources: Adapted from *The Sunday Times*, May 1997 and the *Modern Studies Association Yearbook*, 1997

Marks

Using Sources 1, 2 and 3 above, what conclusions can be drawn about support for the Labour Party in the 1997 General Election?

5

C10. Choose **one** of the following forms of political participation from the source below.

Political participation takes many forms including elections, referenda, membership of political parties and interest groups and direct action which ranges from demonstrations to revolution.

Describe its importance as a form of political participation in a political system you have studied.

5

C11. Study the source below.

“Political parties have three distinct roles—an **electioneering role** in order to become elected and then either a **governing role** if successful or an **opposition role**.”

Describe **two** key functions of political parties performed within these roles in a political system you have studied.

5
(20)

[END OF QUESTION PAPER]

[C070/SQP121]

Intermediate 2
Politics
Specimen Marking Instructions

NATIONAL
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Section A: Political Theory

Question A1

- (a) Candidates are required to describe **two** key features of each of their **two** chosen concepts. Candidates are expected to give some detail rather than a one word or key phrase statement. If there is a developed answer in detail on only one key feature of a concept, credit up to a maximum of three marks. Each correctly described key feature should score 2 marks with **a total of 8 marks** to be awarded. Partially correct reference to a key feature should be awarded 1 mark.

Concept	Key Features
Democracy	<ul style="list-style-type: none">• Government of the people, by the people, for the people—participation—free and regular elections;• Government must be accountable—official opposition party, questions in assembly;• There should be a Bill of Rights or similar to guarantee civil and political rights.
Power	<ul style="list-style-type: none">• Ability to make things happen;• Prevent things from happening whether others agree or not;• Usually involves the use of Sanctions, threat or manipulation;• Ability to reward or punish.
Authority	<ul style="list-style-type: none">• Based on laws, convention, tradition—which give someone the right to a power position;• Duty to obey those in authority whether we agree with them or not;• Election success gives authority. (Candidates may mention Max Weber—at this level such a response should be awarded credit even if it is not entirely accurate.)
Representation	<ul style="list-style-type: none">• Candidate should refer to elected representatives who assume responsibility for making decisions on behalf of their constituents;• Contrast with delegate who will be given instructions and will be expected to stick to them eg class representative or trade union official.
Responsibility	<ul style="list-style-type: none">• Those elected or chosen to represent will be expected to be responsible to those who elected them—sensitive to their wishes and needs;• The notion of individual or collective ministerial responsibility could be used to show responsibility;• The notion of accountability ties in with both the first points but is acceptable as a point of its own.
Constitution	<ul style="list-style-type: none">• A broad set of rules/principles by which a State is governed;• Sets out the powers of government eg PM/President, legislative body, Judiciary;• May be written/unwritten; unitary or federal; rigid/flexible (each of these could be a separate key feature worth 2 marks if described correctly).
State	<ul style="list-style-type: none">• A sovereign power within a defined territory;• A set of institutions eg legislative body, Executive, etc exercising power within a geographical territory;• Notion of type of State eg unitary or federal (UK or USA).
Ideology	<ul style="list-style-type: none">• System of ideas or beliefs which attempts to explain the political world;• A framework of principles which may help to develop policy;• Credit reference to an example of an ideology described correctly.

(b) Candidates should be awarded 2 marks for each correct description of their chosen concept in different political contexts. Given the range of possible answers there is an indicative response given below.

- eg Democracy
- Candidate could refer to Britain and USA as two contexts showing how both have free elections, although different in timing and in how their executives are elected; both have free press—although there are restrictions;
 - Candidates may contrast Britain and the USA with eg China which has a one party state, less freedom for the citizens and press, etc;
 - Candidates may choose to use the Constitution and compare Britain and the USA with an unwritten and written constitution.

Each correctly identified and described example should score 2 marks up to **a total of 4 marks**.

Question A2

Candidates are required to describe what is meant by **one** of the statements and should be credited with two marks for a correct description or 1 mark for a partially correct description. The candidate should illustrate their answer with an example from a political system they have studied.

2 marks should be awarded for a correct linking here and 1 mark for a partially correct link. **4 marks in total** for question.

- Source A** refers to **Rights**
- Natural rights—to life, liberty, pursuit of happiness;
 - USA Constitution and Bill of Rights would be appropriate examples.
- Source B** refers to **Freedom**
- Positive—freedom to do something usually backed by law eg free to join a trade union or political party (1 mark);
 - Negative—eg freedom from imprisonment without trial (1 mark);
 - Candidate may use eg UK to prove freedoms exist—credit correct or appropriate responses.
- Source C** refers to **Equality**
- Candidate should refer to everyone being of equal worth;
 - Everyone should have an equal chance or say in law;
 - Using Britain's Race Relations and Equal Opportunities legislation as examples should be credited. Other appropriate responses should receive credit.

Question A3

Candidates are required to describe **two** key features of **one** political model chosen. Two marks are awarded for a correct response, 1 mark for a partially correct response. **4 marks in total**.

Model

Key Features

Any from these lists or other appropriate responses.

Liberalism

- Individual competition likely to benefit all;
- Individuals responsible for their own welfare;
- Individual freedom is more important than equality;
- Economic freedom.

Socialism

- Cooperation is more likely to benefit all;
- Ownership should be common not individual;
- Social problems arise out of how society is organised in capitalist states;
- Production should benefit all.

Nationalism

- Belief in national self-determination;
- Need to defend language, culture, history . . . religion.

Section B: Political Structures

Question B4

Candidates should choose either a presidential or parliamentary executive and describe its main features. Award two marks for each correctly described feature and a further 1 mark for any other partially described feature. **A total of 5 marks** can be awarded.

Any **two** of these or other appropriate response.

Presidential Executive Main Features

- Most common form of political executive—usually elected for a fixed term to perform dual role of Head of State and Head of Government;
- President usually governs with an unelected advisory Cabinet whom he/she chooses and appoints;
- Role is usually written into the Constitution and the powers of the President are limited by the need for approval of the assembly for certain actions.

- #### Parliamentary Executive
- Second most common—role of Head of State usually separate from Head of Government (and distinct from Party Politics)—this point is not necessary;
 - Executive is drawn from the Assembly and directly responsible to it;
 - Its security of tenure depends on the support of the Assembly;
 - Leader of major party or a coalition of parties becomes PM.

Question B5

Award **two** marks for each correctly described key feature of the function chosen up to a total of **4 marks**, award **1 mark** for partially correct or described points. Award a further **1 mark** where these features are correctly linked to a particular political system. **A total of 5 marks overall.**

Function	Key Features
Making Policy	<ul style="list-style-type: none">• Political Executive establishes the overall direction of policy eg privatisation, Monetarism, increased spending on education (Many simple UK examples or UK/USA and Foreign Policy eg Kosovo crisis);• Executive establishes main principles, the Civil Service puts policy together;• Party's Manifesto identifies policy options and way forward in critical areas eg defence, education;• Policy may be created through partnership with other parties or pressure groups/interest groups.
Mobilising Support for Policies	<ul style="list-style-type: none">• Works with important pressure groups and other key groups to seek support;• Operates closely through Press and Media specialists holding press conferences, giving briefings and press releases (even using "leaks" to media to test support for ideas/policies);• Use of Party Political Broadcasts and "spin-doctors";• Use of Party Whips in UK, Cabinet Committees and Party unity;• Use of Patronage to award honours and public office in return for support of policies.
Supervising the Implementation of Policy	<ul style="list-style-type: none">• Ministers and their juniors and Civil Servants run the departments responsible for implementing policy—particularly in UK eg Defence, Education and Industry, Transport;• Party Whip system and Cabinet Committees mentioned above also relevant here.

- Crisis and Ceremonial Leadership
- Ceremonial—largely formal eg State occasions, foreign visits, international conferences; usually very public which allows Executive to be seen as “national leaders”; helps to build legitimacy;
 - Crisis—able to act swiftly and decisively particularly in times of war eg Middle East, Falklands, Kosovo—Executive often given “emergency powers”. USA examples—able to send troops—only Congress can declare war.

Question B6

Award **two** marks for each correctly described point related to the functions of a political assembly up to a total of **4 marks**, award 1 mark for partially correct or described points and a further **1 mark** for linking points to a particular political system. **A total of 5 marks overall.**

- Scrutinising the Executive
- Using UK as an example, credit reference to PM Question Time and questions for written/oral answers;
 - Committee System including Select Committees;
 - House of Lords in UK can refuse to pass a bill and send amendments back to House of Commons;
 - Media scrutinises PM and Cabinets work by asking questions, printing lead articles criticising policy and so on. (Televising Parliament)
- Recruiting Political Leaders
- Political Assemblies are a major channel for recruitment—they provide a pool of talent and a training/proving ground for future leaders eg House of Commons/Lords, Senate/House of Representatives;
 - Party machines create and control MPs, Congressmen/women—Junior Ministers—Ministers—a career path exists to gain knowledge and experience.
- Making/Dismissing a Government
- Role of Government and the size of its majority crucial in forming a Government;
 - Role of the Opposition Party in UK in terms of motions of no confidence—1979 Labour Government example;
 - Failure of a coalition pact means a minority government may have to call an election.
- Passing Laws
- A key function—UK example of how a bill becomes law passing through each of the Stages—involving Executive, House of Commons and House of Lords;
 - Credit reference to Private Members’ Bills;
 - Executive of the day still critical—if they have a majority and wish legislation passed, it probably will be.

Question B7

1 mark for each correct point up to a total of **3 marks**.

- (a) Process of Appointing Judges eg UK
- In **UK** the Lord Chancellor—head of judiciary is appointed by the PM;
 - Lord Chancellor appoints judges to the lower courts and gives advice to the Monarch on High Court Judges;
 - The PM gives the Monarch advice on Court of Appeal appointments;
 - Judges are permanent in UK—can only be dismissed on an address from both Houses of Parliament.
- eg USA
- In **USA** judges are nominated to the Supreme Court by the President and
 - Ratified by the Senate Judiciary Committee;
 - After questioning, President’s nomination can be refused;
 - Judges once appointed are permanent and can only be removed by an impeachment process—position is really for life.

- (b) Award up to **2 marks** for any appropriate example of a ruling by judges eg the famous USA example of Brown V Board of Education (1954) which found it was unconstitutional to separate races in educational establishments overruling state laws, eg effects of EU laws on overruling UK law – equal pay, retirement ages, etc.

Section C: Political Behaviour

Question C8

Award **two** marks for each correctly described point and one mark for a partially correct response up to 4 marks. Award **1** additional mark for linking the factor correctly to a political context. **A total of 5 marks overall.**

Credit two marks for each point from this list or as appropriate.

- Family**
- Most important agent of political socialisation—adult members guide children in attitudes and values, including political attitudes/values;
 - Family determines to some extent the other factors eg which area children are brought up in, which school they attend, which religion, which newspapers are read and TV programmes watched;
 - Family influences voting behaviour directly and indirectly.
- Peer Groups**
- Child and adult peer groups determined by friendships, schools/college/university attended, place of work and even religious worship;
 - We are influenced by those with whom we associate and may have our views/values reinforced—Reference Groups;
 - Club memberships and other associations shape our political choices in both childhood and adult life.
- Workplace**
- Crucial in industrial societies particularly—beginning work is a great transition time. Introduces trade union experience, rules and work practices—many will be affected by political decisions and will reinforce held views or call them into question;
 - Contrast with non-industrial cultures where work is closer to home and family and subject to less pressure and conflicting values.
- Education**
- Schools play a crucial part in political socialisation—children learn how to survive in a hierarchical, bureaucratic organisation. The dominant values of society are taught so political socialisation is informal and indirect;
 - The type of school, area involved, etc all determine the kind of attitudes/values passed on;
 - Success in education eg through qualifications, may determine life chances, reference groups, future work, etc—all of which affect political choices.
- Religion**
- Affects morality and decisions about right and wrong—these translate into political decisions and values/attitudes;
 - Church of England used to be described as the “Tory Party at prayer”;
 - Church influence has declined in the 1980/1990s—church even highly critical of the Tory Government.
- Media**
- TV, press, radio, magazines all seek to influence the political system and political behaviour of those living in it;
 - Media is an “agenda setter” which tries to influence even voting behaviour and our views of politicians and their policies;
 - Media used to “sell” political parties as a product—to market them and their policies.

Plenty of useful examples from UK and USA (and other cultures) of political socialisation at work eg control of media in UK by Rupert Murdoch previously anti-Labour, pro-Conservative now pro-New Labour. How education is used in elitist schools in England to promote career civil servants/politicians; compare and contrast with Soviet Union/Chinese education and indoctrination.

Question C9

5 marks in total. Award up to 2 marks for a conclusion depending upon the quality of argument and accurate use of evidence. Credit reference to any of the following up to a total of 3 marks—1 mark for each valid point.

- 3% more voted for Labour in Scotland than they did in the UK as a whole.
- 46% of votes cast in Scotland got Labour approximately 70% of the seats available.
- Despite receiving less than half the votes cast Labour achieved a huge victory with an overall majority of 179.
- Labour did really well amongst first-time voters, 57% as opposed to 19% for Conservative and 18% for Lib Dems.
- Labour still lagged behind Conservatives among elderly voters.
- Labour did well amongst traditional supporters eg Council tenants and Trade Union Members with more than 50% of each voting for them.
- Labour got biggest share of vote amongst homeowners, traditionally Conservative voters.

Question C10

5 marks in total. Possible wide range of answers, the following are indicative marking guidelines. Award **two** marks for each correctly described feature of political participation and **one** for a partially correct answer up to 4 marks. **One** additional mark should be added for a correct/appropriate example in a political system of their choice.

- | | |
|--|---|
| Elections | <ul style="list-style-type: none">• Notion of democracy—electing representative to speak on behalf of others;• Certain electoral systems lead to votes being more worthwhile eg in proportional representation there is less of a notion of wasted votes as opposed to “first past the post”;• Having choice—real choice between parties and policies at local, regional, national and European level—participate at several levels;• Number of ways of participating from being candidate, agent, party worker, counter of votes. |
| Referenda | <ul style="list-style-type: none">• Using example of Scottish and Welsh referenda on devolution (1997);• Usually a straight choice of yes or no or for or against therefore individuals can make a bigger impact;• Executive can go straight to the people eg joining EEC on single issues. |
| Membership of Political Parties & Interest Groups | <ul style="list-style-type: none">• Different category of political party membership eg supporter or activist—distinguish between how each participates at meetings, elections . . . ;• Different types of interest groups eg those which promote a cause which may not directly benefit individual members—CND, Greenpeace or those which may benefit members eg Trade Unions—both hope to influence government policy. |
| Direct Action— Demonstration to Revolution | <ul style="list-style-type: none">• Wide responses possible so credit appropriate ones eg Poll Tax demonstrations and campaign; student demonstrations against loans and the ending of student grants; CND marches in UK; Martin Luther King and Civil Rights marches/demonstrations in the 1960s; Revolution in Russia 1917, China 1949, Cuba 1957. |

Question C11

5 marks in total. Award **two** marks for a brief description of each of **two** functions belonging to the role chosen. Award an additional **1 mark** for a correct link with a political system.

Any **two** of these listed or other appropriate references.

- Electioneering Role**
- Credit reference to the selection of candidates eg contrast simple Labour and Conservative methods with “approved lists”, one member, one vote . . .;
 - Credit reference to the finance of campaigns eg UK Labour Party and TU funds–political levy and Conservatives industry/commerce backers. USA–Candidates organise their own funding and campaigns;
 - Credit reference to the provision of an election manifesto–national rather than local in UK. USA–main Candidate may determine his/her own policy although aware of party’s view.
- Governing Role**
- Credit reference to allocation of office–Party in power forms a Government and makes appointments–may be as many as 130+ in **UK** ie Ministers, Junior Ministers–brings about allegiance. **USA** appointments from President’s own supporters not necessarily party members;
 - Credit reference to the formation of policy. **USA**–parties follow state policies which may be suitable for local electorate and local priorities. **UK**–party in power implements the election manifesto for which they now have a “mandate”; other economic, political, foreign or social problems may lead to the need for introducing new or altered policy.
- Opposition Role**
- In **UK** HM Opposition offers an alternative Government, has a “Shadow Cabinet”, alternative policies, use of question time, questions for oral/written answer, membership of committees, perhaps Chair of some committees–credit reference and description of any of these points particularly on ensuring government accountability through the House of Commons/Lords in UK; Congress and Supreme Court in USA.

[END OF MARKING INSTRUCTIONS]