**2016 PLEAWA Mock Exam**

POLITICS

### AND LAW ATAR

**SUGGESTED ANSWER GUIDE**

**This is a suggested answer guide only. Alternative answers to questions may be possible.**

 **Assessment key words used include:**

**Compare:** Show how things are similar and different

**Discuss**: Identify issues and provide points for and/or against

**Distinguish:**  Recognise or note/indicate as being distinct or different

from; note differences between

**Explain**: Relate cause and effect; make the relationships between

 things evident; provide why and /or how

**Evaluate:** Make a judgement based on criteria; determine the value of

**Identify** Recognise and name

**Outline:** Sketch in general terms; indicate the main features of

**Section One: Short response 30% (30 Marks)**

**Part A: Unit 3**

**Question 1 (10 marks)**

(a) Identify **one (1)** institution given judicial power under the Commonwealth Constitution (Australia) and briefly explain **one (1)** power it has been given.(2 marks)

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| --- | --- |
| Description | Marks |
| Identifies either the High Court or “such other federal courts as the Parliament creates” and explains that the High Court has the power to do **one** of the following:* to hear and determine appeals from all judgments, decrees, orders, and sentences (S.73)
* to hear ‘on first instance’ cases:
	+ Arising under any treaty, Affecting consuls or other representatives of other countries; (S.75)
	+ In which the Commonwealth, or a person suing or being sued on behalf of the Commonwealth, is a party, (S.75)
	+ Between States, or between residents of different States, or between a State and a resident of another State, (S.75)
	+ In which a writ of Mandamus or prohibition or an injunction is sought against an officer of the Commonwealth (S.75)
	+ Arising under this Constitution, or involving its interpretation, (S.76)
	+ Arising under any laws made by the Parliaments, (S.76)
	+ Of Admiralty and maritime jurisdiction, (S.76)
	+ Relating to the same subject-matter claimed under the laws of different States (S.76)
 | 2 |
| Identifies only or gives explanation of power without identification | 1 |

(b) Outline **three (3)** powers of the legislative arm of government in one non-Westminster political and legal system.(3 marks)

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| --- | --- |
| Description | Marks |
| Answers will depend on the non-Westminster system chosen as the basis for the response. In terms of the United States of America, three powers of the legislative arm of government in one non-Westminster * Passes bills; has broad taxing and spending power; regulates inter-state commerce; controls the federal budget; has power to borrow money on the credit of the United States (may be vetoed by President, but vetoes may be overridden with a two-thirds vote of both houses)
* Has sole power to declare war, as well as to raise, support, and regulate the military.
* Oversees, investigates, and makes the rules for the government and its officers.
* Defines by law the jurisdiction of the federal judiciary in cases not specified by the Constitution
* Ratification of treaties signed by the President and gives advice and consent to presidential appointments to the federal judiciary, federal executive departments, and other posts (Senate only)

Has sole power of impeachment (House of Representatives) and trial of impeachments (Senate); can remove federal executive and judicial officers from office for high crimes and misdemeanors | 3 |
| Two powers are outlined. | 2 |
| One power outlined, three powers ‘listed’ or merely a general description given. | 1 |

(c) Discuss **two (2)** impacts of a contemporary issue relating to political power at the federal level in Australia.  (5 marks)

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| Description | Marks |
| Answers will depend upon the issue used by students in their responses. Teachers should accept issues which were valid prior and/or post the July 2nd election.  |  |
| Discusses two specific impacts in detail. This may include reference to statistics, reference to quotes or sources.  | 4-5 |
| Provides some discussion, possibly using generalized information on two impacts. Identifying two impacts will only score (2). | 2-3 |
| Lists two examples of issues or gives two elements of an issue. | 1 |

**Question 2 (10 marks)**

1. Explain the meaning of the term ‘constitutional referendum’ in terms of Australian

 politics. (2 marks)

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| --- | --- |
| Description | Marks |
| Clear explanation of the term with reference to the process by which the wording of the constitution is changed, carried out under the provisions of S.128 of the constitution / requires a bill passed by parliament, a double majority vote (majority of electors and majority of electors in a majority of states) and the assent of the Governor General. Example: In 1999 there was a referendum on whether the wording of the preamble should be changed. | 2 |
| Mention of only part of the meaning of the term. | 1 |

(b) Outline **three** **(3)** reasons for the failure of referenda in Australia.(3 marks)

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| --- | --- |
| Description | Marks |
| Outline of three reasons:This could be answered using any of the approaches used in numerous texts such as Wilmott’s institutional, political and attitudinal factors or Henderson’s eight general reasons (which includes: time intervals, distrust of politicians, voter confusion)*.* | 3 |
| Two ways outlined. | 2 |
| One way outlined. | 1 |

1. Discuss **two (2)** arguments for a proposed (future) change to the Commonwealth Constitution (Australia). (5 marks)

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| --- | --- |
| Description | Marks |
| Discusses in detail, two reasons. Detail will depend upon the student’s choice of referendum.In terms of the proposal for Indigenous recognition the pressure group “Recognize” puts forward, amongst others, these reasons:* As Harold Ludwick, a Bulgun Warra man from Cape York, puts it: “If the Constitution was the birth certificate of Australia, we’re missing half the family”. In other words our national document should acknowledge the existence of the original inhabitants.
* The Constitution also contains sections in it that allow for discrimination based on a person’s race, these should be changed. This being section 25 and section 51(xxvi).

Note: this should be a discussion focussed on the reasons for the change, not just what would be changed.  | 4-5 |
| Discusses two reasons. | 2-3 |
| Gives a statement. | 1 |

**Part B: Unit 4**

**Question 3 (10 marks)**

(a) Brieflyexplain the role of the ‘Commonwealth Auditor General’ and identify who they report to. (2 marks)

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| --- | --- |
| Description | Marks |
| Clear explanation of the role referring to its independent auditing of government spending to ensure that such spending is done in accordance with legislation. The Auditor General reports to parliament. | 2 |
| Mention of only part of the role. | 1 |

(b) Distinguish between **two (2)** examples of breaches of individual ministerial responsibility seen in Australia in the last 20 years which resulted in Ministers leaving Cabinet.

 (3 marks)

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| Description | Marks |
| Responses to this question will vary as there are numerous breaches students could refer to in their answer. Students should very briefly outline the circumstances surrounding each example, using specific and valid detail, and then provide a clear difference of some sort between the two. For example:* Jamie Briggs, the Minister for Cities and the Built Environment resigned in December 2015 over allegations of inappropriate behaviour involving a female public servant during an official visit to Hong Kong in November 2015.
* Geoff Prosser, the Minister for Small Business and Consumer Affairs, resigned in July 1997 after he used his office to conduct a business deal for his personal benefit and mislead parliament.

The difference between the two is that the first involved an issue of personal probity (or personal moral standards) whilst the second involved an issue of a conflict of interest between the personal interests and official role of the Minister.  | 3 |
| Two examples outlined but no clear difference offered. | 2 |
| One example outlined or a merely general description of responsibility. | 1 |

(c) Discuss **two** **(2)** ways that courts are held accountable in Australia. (5 marks)

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| --- | --- |
| Description | Marks |
| Discusses in detail two ways that the Courts can be held accountable in Australia. This may include reference to:* The appeals process
* Judges must give a ratio decidendi
* There can be dissenting judgements – dissent brings questioning of the majority
* Parliament can overcome a common law decision by courts
* Judges can be removed.
 | 4-5 |
| Discusses two methods of judicial accountability using either generalised information or detail on one method. | 2-3 |
| Gives a statement about judicial accountability. | 1 |

**Question 4 (10 marks)**

1. Briefly explain the term ‘political representation’. (2 marks)

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| Description | Marks |
| Clear explanation of the term with reference to the making of citizens' voices, opinions, and perspectives “present” in the public policy making processes. This is usually carried out by those elected into a position of representation of an electorate. | 2 |
| Mention of only part of the meaning of the term. | 1 |

 (b) Compare a ‘statutory right’ and ‘a charter of rights’ as means of protecting human rights in Australia. (3 marks)

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| --- | --- |
| Description | Marks |
| Responses should show a clear understanding of the basic meanings of the two terms and then show **either** a similarity **or** difference of the two. * A statutory right is a right, or legal protection, that is set out in legislative form. For example: The Racial Discrimination Act of 1975, is a law passed by the Federal Parliament which makes racial discrimination unlawful in Australia. ‘A charter of rights’ is a collection of statutory rights, set out by a parliament, which protect human rights like the Victorian Charter of Human Rights and Responsibilities Act of 2006.
* A statutory right and a charter are both legislative in nature. They are created by parliaments and can be amended by parliaments.

OR* A statutory right is a legislative instrument which deals with a single area of law and remains in force, without the need for further action until parliament otherwise legislates whereas a charter usually deals with a number of areas of protection and remains in force for a set amount of time until parliament is required to review or reinstate it. For example the Victorian Charter of Human Rights and Responsibilities is required to be reviewed every four years.
 | 3 |
| Defines the two terms. | 2 |
| Defines one term or gives a merely general description of rights. | 1 |

 (c) Discuss **two (2)** international covenants**,** protocols or treaties which relate to Australia’s international human rights protection. (5 marks)

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| --- | --- |
| Description | Marks |
| Discusses two international covenants, protocols or treaties which relate to Australia’s international human rights protection such as the ICCPR and the ICESCR, International Convention on the Elimination of all forms of Racial Discrimination or Convention on the Elimination of all forms of Discrimination against Women. (see [https://www.humanrights.gov.au/human-rights-explained-fact-sheet-7australia-and-human-rights-treaties)](https://www.humanrights.gov.au/human-rights-explained-fact-sheet-7australia-and-human-rights-treaties%29) for more detail. Students should note that these have no impact on Australia unless put into action through Australian legislation. For example: * The International Covenant on Civil and Political Rights (ICCPR) commits its parties to respect the civil and political rights of individuals, including the right to life, freedom of religion, freedom of speech, freedom of assembly, electoral rights and rights to due process and a fair trial. It is said to be a document of first generation rights.
* The International Covenant on Economic, Social and Cultural Rights (ICESCR) commits its parties to work toward the granting of economic, social, and cultural rights (ESCR) including labour rights and the right to health, the right to education, and the right to an adequate standard of living. It is said to be a document of second generation rights.
* The right to self-determination is contained in article 1 of the International Covenant on Civil and Political Rights (ICCPR) and in article 1 of the International Covenant on Economic, Social and Cultural Rights. This can be seen in action in Australia through
* the amendment of the Constitution from time to time;
* the continued existence and functions of the Australian States

 under the Constitution, and provision for self government of  Territories, * provision of free and fair elections; the rule of law; and specific measures to protect human rights.
* Rights in the area of work as established by the ICESCR in Australia are addressed principally through specific industrial legislation such as the Fair Work Act and work health and safety legislation.
 | 4-5 |
| Discusses one.  | 2-3 |
| Makes a statement about human rights in Australia. | 1 |

**Section Two: Source analysis 20% (20 Marks)**

**Source 1: Unit 3**

**Question 5 (20 marks)**

1. Explain what is meant by the phrase ‘responsible government’. (2 marks)

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| Description | Marks |
| Clear explanation of the term with reference "a set of Westminster conventions which explain the accountability of the elected government to the lower house of parliament and the monarch’s need to follow and act only on the advice of ministers.” | 2 |
| Mention of only part of the meaning of the term. | 1 |

1. **With reference to the source, identify and explain two** **(2)** reasons why mandates are theoretical in nature and not a formal part of the political system in Australia. (4 marks)

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| Description | Marks |
| Identifies and explains two ways in detail and in doing so refers to source (i.e. ‘In source 1..” or uses direct quotes).* It does not derive from constitutional, legal or parliamentary prescription.
* Mandates, therefore, are not enforceable legal concepts. They are political whacking sticks.
* These claims (‘our mandate, or my mandate is bigger than or better than yours’) reflect the postulatory nature of mandates.
 | 4 |
| Identifies and explains two ways.  | 3 |
| Identifies two ways without explanation or may refer to source (but does so in general terms possibly by summing up source material). | 2 |
| Identifies one way. | 1 |

(c) Discuss the validity of **two (2)** competing mandates found in the Australian political system. (6 marks)

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| Description | Marks |
| Clearly discusses in detail **two (2)** competing mandates. This could be with reference to the majoritarian mandate won by a party achieving a majority of seats at an election or an electoral policy mandate won by a party who took and advertised a policy to an election versus a Senate balance of power mandate. For example:* Malcolm Turnbull can claim to have a policy mandate for the Australian Building and Construction Commission laws which he not only took to the electorate in the 2016 election, but were the cause of the July 2nd election itself, which the Liberals won with 76 seats. This mandate is valid as its basis is found in the electoral process which one can see at work through Sections 57, 32 and 12. The electorate knew that the election was one where the ABCC bills were at stake and that the Turnbull government, if re-elected, would have a right to put these to the parliament again and expect that the bills would be passed.
* The Senate / Balance of power mandate can also be seen to have validity even though it competes against the electoral policy mandate claimed by the Government and Turnbull. The Senate and its cross benchers, and indeed the Opposition Members within the Senate, can rightfully claim that the Australian people have voted them in, despite Turnbull’s electoral law changes, to act as a check on the government and the Prime Minister and their ABCC bills by virtue of the fact that the government was not given control of the Senate and actually lost seats to end up with 30 Senators out of the 76.
 | 5-6 |
| Discusses two competing mandates in general or one mandate in detail. | 3-4 |
| Identifies a mandate or makes a statement about competing mandates in Australia. | 1-2 |

1. Evaluate the strength of mandates held by **two** **(2)** Australian Prime Ministers or Governments. (8 marks)

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| --- | --- |
| Description | Marks |
| Clearly identifies then discusses in detail, the mandates held by two Australian Prime Ministers and furthermore evaluates them. This may include reference to:* John Howard (2004 election) being able to claim a Majoritarian mandate with 87 seats, up from 82 seats with 52.74% of the two party preferred vote, up by almost 2%. The Coalition also won 39 seats in the Senate, making the Howard Government the first government to have a majority in the Senate since 1981. The size of the government's win was unexpected and few commentators had predicted that the coalition would actually increase its majority in the House of Representatives, and almost none had foreseen its gaining a majority in the Senate. Howard was able to claim a mandate for the policies he had taken to the election, such as the Liberal’s contentious Forestry Policy which was even endorsed by the CFMEU and was able to claim a Senate / Balance of power mandate. Thus Howard had very strong mandate claims.
	+ Julia Gillard on the other hand could be argued to have held much weaker mandates after her 2010 election win. She was only able to claim a majoritarian mandate with the help of the Greens and three independents in the House of Representatives after she won only 72 seats (down by 11) on 50.12% of the two party preferred vote. She was not able to claim a Senate / Balance of power mandate having won only 31 of the 76 seats. Thus she had mandates that could be seen to be weaker than those of Howard.
 | 7-8 |
| Identifies and discusses in detail, the mandates held by two Australian Prime Ministers. | 5-6 |
| Identifies and discusses the mandates held by two Australian Prime Ministers May use general or vague examples. | 3-4 |
| Refers to a mandate held by an Australian Prime Minister.Provides a general statement about mandates. | 1-2 |

**Source 2: Unit 4**

**Question 6 20 marks**

(a)Explain what is meant by the term ‘the Office of the Governor-General’. (2 marks)

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| Description | Marks |
| * + - Clear explanation of the term with reference to the position of the Governor General as set out in the constitution as opposed to the personal identity of any one person who held the position. It can be seen to be established through S.2 of the constitution.
 | 2 |
| * Mention of only part of the meaning of the term.
 | 1 |

1. With reference to the source, identify and explain **two (2)** reasons why a Governor General can be said to be “accountable to public opinion”. (4 marks)

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| --- | --- |
| Description | Marks |
| Identifies and explains two examples in and in doing so refers to source (i.e. ‘In source 2..” or uses direct quotes).* The position receives a great deal of media scrutiny and national attention and as such can be argued to be somewhat accountable to the people of the nation.
* A Governor-General cannot survive in office in the face of negative public opinion for long…In his farewell address Hollingworth stated that the controversy and public unease surrounding his occupancy of the position made it difficult for him to serve the community.
* A Prime Minister, faced with public displeasure in one of their choices for such an important role will ultimately be forced to urge the Governor-General to resign.
 | 4 |
| Identifies two examples but explains one only. | 3 |
| Identifies two examples.May refer to source but does so in general terms possibly by summing up source material. | 2 |
| Identifies an example. | 1 |

(c) Discuss **two (2)** powers ofthe Governor General set out in the Commonwealth Constitution (Australia). (6 marks)

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| Description | Marks |
| Discusses, in detail, two powers of the Governor General set out in the Commonwealth Constitution (Australia). For example:* Section 5: Appoints sitting times for Parliament, as well as being responsible for its prorogation and dissolution.
* Section 28: May dissolve the House of Representatives.
* Section 32: With the Executive Council, may issue writs for House of Representatives elections.
* Section 57: May dissolve both houses of parliament in the event of a legislative deadlock such as that involving the ABCC bills in 2016.
* Section 58: gives assent to laws (and variations thereof)
* Section 61: Exercises the executive power of the Commonwealth.
* Section 62: Chooses and summons members of the Federal Executive Council to advise him in the government of the Commonwealth.
* Section 64: May appoint officers (ministers) to departments of State, such officers holding office during his pleasure.
* Section 67: With the Executive Council, appoints civil servants.
* [Section 68](http://australianpolitics.com/text/68.shtml): Command in chief of the naval and military forces of the Commonwealth.
* Section 72: With the Executive Council, appoints Justices of the High Court, and also receives their resignations.
* Section 128: gives assent to referenda which have been passed by the parliament and the people.
 | 5-6 |
| Discusses two powers of the Governor General set out in the Commonwealth Constitution. | 3-4 |
| Makes some general reference to the powers of a Governor General. | 1-2 |

 (d) Evaluate the extent to which the Governor-General was accountable in ‘the 1975 crisis’.

 (8 marks)

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| Description | Marks |
| Clearly discusses in detail, and evaluates the extent to which the Governor-General was accountable in ‘the 1975 crisis’.This may include reference to the following and in doing so may propose the thesis that the Governor-General was not accountable to any great extent in 1975:* The constitutional position of the Office of the Governor-General as appointed by and answerable to the monarch
* The Westminster conventions which suggest that the Governor-General acts on the advice of Ministers is answerable to the Prime Minister.
* The Governor-General’s statement of reasons as given to the Australian people
* The reply from the Queen's Private Secretary, Sir Martin Charteris, dated 17 November 1975 in response to the letter from the Speaker of the House of Representatives, which stated that “it would not be proper for her to intervene in person in matters which are so clearly placed within the jurisdiction of the Governor-General by the Constitution Act.”
 | 7-8 |
| Discusses in detail. | 5-6 |
| Discusses but may use general or vague examples. | 3-4 |
| Identifies the Governor-General in 1975 or makes a statement about the accountability of the Governor-General. | 1-2 |

**Section Three: Essay 50% (50 Marks)**

**Question 7 25 marks**

“The financial powers of the Commonwealth, not the High Court, are the main reason behind the changing balance of power in our federation.”

**Evaluate the validity of this claim.**

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| --- | --- |
| **Description** | **Marks** |
| * Defines in detail the terms ‘financial powers', 'Commonwealth', ‘High Court’ and ' the changing balance of power in our federation’.
* Presents a critical evaluation of the claim.
* Integrates numerous relevant highly detailed examples to illustrate the points made.
* Presents a reasoned, balanced and very coherent discussion using relevant political and legal terminology.
 | 21-25 |
| * Defines the terms ‘financial powers', 'Commonwealth', ‘High Court’ and ' the changing balance of power in our federation’.
* Presents an evaluation of the claim.
* Integrates relevant examples to illustrate the points made.
* Presents a reasoned, balanced and coherent discussion using relevant political and legal terminology.
 | 16–20 |
| * Shows some understanding of the terms ‘financial powers', 'Commonwealth', ‘High Court’ and ' the changing balance of power in our federation’.
* Presents a discussion of the claim.
* Provides some relevant or mostly relevant examples to illustrate the points made.
* Presents a discussion with some reason, balance and coherence using some relevant political and legal terminology.
 | 11–15 |
| * Presents statements regarding the terms ‘financial powers', 'Commonwealth', ‘High Court’ and ' the changing balance of power in our federation’.
* Presents limited discussion of the claim.
* Provides limited relevant examples.
* Presents statements rather than a reasoned, balanced and coherent discussion using limited relevant political and legal terminology.
 | 6–10 |
| * Shows minimal to no understanding of key terms.
* Presents minimal or no description
* Provides minimal or no relevant examples.
* Presents minimal statements and no discussion with minimal or no relevant political and legal terminology.
 | 0–5 |

**Question 8 25 marks**

“Individuals, political parties and pressure groups can only influence the lawmaking process in parliament and the courts to a limited extent”

**Evaluate the validity of this claim.**

|  |  |
| --- | --- |
| **Description** | **Marks** |
| * Defines in detail the terms ‘individuals’, ‘political parties’, ‘pressure groups’ and ‘lawmaking process in parliament and the courts’.
* Presents a critical evaluation of the claim.
* Integrates numerous relevant highly detailed examples to illustrate the points made.
* Presents a reasoned, balanced and very coherent discussion using relevant political and legal terminology.
 | 21-25 |
| * Defines the terms ‘individuals’, ‘political parties’, ‘pressure groups’ and ‘lawmaking process in parliament and the courts’.
* Presents an evaluation of the claim.
* Integrates relevant examples to illustrate the points made.
* Presents a reasoned, balanced and coherent discussion using relevant political and legal terminology.
 | 16–20 |
| * Shows some understanding of what is meant by the terms ‘individuals’, ‘political parties’, ‘pressure groups’ and ‘lawmaking process in parliament and the courts’.
* Presents a discussion of the claim.
* Provides some relevant or mostly relevant examples to illustrate the points made.
* Presents a discussion with some reason, balance and coherence using some relevant political and legal terminology.
 | 11–15 |
| * Presents statements regarding the terms ‘individuals’, ‘political parties’, ‘pressure groups’ and ‘lawmaking process in parliament and the courts’.
* Presents limited discussion of the claim.
* Provides limited relevant examples.
* Presents statements rather than a reasoned, balanced and coherent discussion using limited relevant political and legal terminology.
 | 6–10 |
| * Shows minimal to no understanding of the key terms.
* Presents minimal or no description of the lawmaking processes in parliament and the courts.
* Provides minimal or no relevant examples.
* Presents minimal statements and no discussion with minimal or no relevant political and legal terminology.
 | 0–5 |

**Question 9 25 marks**

Assess the extent to which elections, committees and other processes hold the Commonwealth Parliament accountable.

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| **Description** | **Marks** |
| * Defines in detail the terms ‘elections’, ‘committees’, ‘other processes’ and ‘Commonwealth Parliament’.
* Presents a critical evaluation of the extent to which the Commonwealth Parliament is accountable in Australia.
* Integrates numerous relevant highly detailed examples to illustrate the points made.
* Presents a reasoned, balanced and very coherent discussion using relevant political and legal terminology.
 | 21-25 |
| * Defines the terms ‘elections’, ‘committees’, ‘other processes’ and ‘Commonwealth Parliament’.
* Presents an evaluation of the extent to which the Commonwealth Parliament is accountable in Australia.
* Integrates relevant examples to illustrate the points made.
* Presents a reasoned, balanced and coherent discussion using relevant political and legal terminology.
 | 16–20 |
| * Shows some understanding of what is meant by the terms.
* Presents a discussion of the extent to which the Commonwealth Parliament is accountable in Australia.
* Provides some relevant or mostly relevant examples to illustrate the points made.
* Presents a discussion with some reason, balance and coherence using some relevant political and legal terminology.
 | 11–15 |
| * Presents statements regarding the terms
* Presents limited discussion of the extent to which Commonwealth Parliament is accountable in Australia.
* Provides limited relevant examples.
* Presents statements rather than a reasoned, balanced and coherent discussion using limited relevant political and legal terminology.
 | 6–10 |
| * Shows minimal to no understanding of the terms
* Presents minimal or no description of the extent to which Commonwealth Parliament is accountable in Australia.
* Provides minimal or no relevant examples.
* Presents minimal statements and no discussion with minimal or no relevant political and legal terminology.
 | 0–5 |

**Question 10 25 marks**

Assess the extent to which a particular group’s political and legal rights have changed over time in Australia.

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| --- | --- |
| **Description** | **Marks** |
| * Defines in detail the terms ‘political rights’ and ‘legal rights’.
* Presents a critical evaluation of the extent to which a particular group’s political and legal rights have changed over time.
* Integrates numerous relevant highly detailed examples to illustrate the points made.
* Presents a reasoned, balanced and very coherent discussion using relevant political and legal terminology.
 | 21-25 |
| * Defines the terms ‘political rights’ and ‘legal rights’.
* Presents an evaluation of the extent to which a particular group’s political and legal rights have changed over time.
* Integrates relevant examples to illustrate the points made.
* Presents a reasoned, balanced and coherent discussion using relevant political and legal terminology.
 | 16–20 |
| * Shows some understanding of what is meant by the terms ‘political rights’ and ‘legal rights’.
* Presents a discussion of the extent to which a particular group’s political and legal rights have changed over time.
* Provides some relevant or mostly relevant examples to illustrate the points made.
* Presents a discussion with some reason, balance and coherence using some relevant political and legal terminology.
 | 11–15 |
| * Presents statements regarding ‘political rights’ and ‘legal rights’.
* Presents limited discussion of the extent to which a particular group’s political and legal rights have changed over time.
* Provides limited relevant examples.
* Presents statements rather than a reasoned, balanced and coherent discussion using limited relevant political and legal terminology.
 | 6–10 |
| * Shows minimal to no understanding of the terms.
* Presents minimal or no description of the extent to which a particular group’s political and legal rights have changed over time.
* Provides minimal or no relevant examples.
* Presents minimal statements and no discussion with minimal or no relevant political and legal terminology.
 | 0–5 |

*N.B: A group’s rights may not have explicitly changed, but their ability to exercise those rights may have.*

**End of Answer Guide**