

GCE 2005
January Series



Mark Scheme

Government and Politics (GOV7)

(A2 Unit 7 – Ideas in Contemporary British Politics)

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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CRITERIA FOR MARKING AS/A2 GOVERNMENT AND POLITICS

Introduction

The AQA's revised Government and Politics specification has been designed to be objectives-led in that questions are set which address the assessment objectives published in the specification. The assessment objectives for A Level and AS are the same, but the weightings are different at AS and A2. Details of the weightings are given in paragraphs 7.2 and 8.4 of the specification.

The schemes of marking reflect these objectives. The mark scheme which follows is of the *levels of response* type showing that candidates are expected to demonstrate their mastery of the skills required in the context of their knowledge and understanding of Government and Politics. Mark schemes provide the necessary framework for examiners but they cannot cover all eventualities. Candidates should be given credit for partially complete answers. Where appropriate, candidates should be given credit for referring to recent and contemporary developments in Government and Politics.

Consistency of marking is of the essence in all public examinations. It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other options.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the general principles of the mark scheme as contained in the Assessment Matrix.

Using a levels of response mark scheme

Good examining is about the **consistent** application of judgement. Mark schemes provide a framework within which examiners exercise their judgement. This is especially so in subjects like Government and Politics which in part rely upon analysis, evaluation, argument and explanation. With this in mind, examiners should use the Assessment Matrix alongside the detailed mark scheme for each question. The Assessment Matrix provides a framework ensuring a consistent, generic, source from which the detailed mark schemes are derived. This supporting framework ensures a consistent approach within which candidates' responses are marked according to the level of demand and context of each question.

Examiners should initially make a decision about which Level any given response should be placed in. Having determined the appropriate Level the examiners must then choose the precise mark to be given within that Level. In making a decision about a specific mark to award, it is vitally important to think first of the mid-range within the Level, where that Level covers more than two marks. Comparison with other candidates' responses to the same question might then suggest whether the middle mark is unduly generous or severe.

In making decisions away from the middle of the Level, examiners should ask themselves questions relating to candidate attainment, including the quality of language. The more positive the answers, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided. A candidate's script should be considered by asking "Is it:-

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced or markedly better in some areas than others?
- generally coherent in expression and cogent in development (as appropriate to the level awarded)?
- well presented as to general quality of language?"

The overall aim is to mark positively, giving credit for what candidates know, understand and can do.

**A2 GOVERNMENT AND POLITICS, EXCLUDING SYNOPTIC UNIT
(GOV4, GOV5, GOV6, GOV7)**

GENERIC MARK SCHEME for Question 1 part (a) (Total: 8 marks)

	Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
	AO1	AO2	AO3
	<p>Levels 3 – 4 (2 marks) The candidate demonstrates a good to excellent knowledge and understanding of political data, concept(s) or term(s). Where appropriate, the candidate produces accurate and/or relevant examples to illustrate points made.</p>	<p>Levels 3 – 4 (3 – 4 marks) The candidate applies a good to excellent range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	<p>Levels 3 – 4 (2 marks) The candidate communicates clearly and effectively using appropriate political vocabulary. The answer has a clear sense of direction, is focused on the question and, where appropriate, has a conclusion which flows from the discussion.</p>
	<p>Levels 1 – 2 (1 mark) The candidate demonstrates limited knowledge and understanding of political data, concept(s) or term(s). The candidate produces few or inaccurate examples and/or limited evidence to illustrate points made.</p>	<p>Levels 1 – 2 (1 – 2 marks) The candidate applies a limited range of concepts and makes little or limited use of political theory or ideas in developing an explanation or argument.</p>	<p>Levels 1 – 2 (1 mark) The candidate communicates explanations or arguments with limited clarity and effectiveness using limited political vocabulary. The answer may lack either a clear focus on the question or a sense of direction. A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit.</p>

**A2 GOVERNMENT AND POLITICS, EXCLUDING SYNOPTIC UNIT
(GOV4, GOV5, GOV6, GOV7)**

GENERIC MARK SCHEME for Question 1 part (b) (Total: 12 marks)

	Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
	AO1	AO2	AO3
	<p>Level 4 (5 – 6 marks) The candidate demonstrates a comprehensive knowledge and understanding of political concepts, institutions and processes. The candidate fully addresses the requirements of the question and provides developed and effective to comprehensive interpretation. The answer also provides clear to accurate evidence and, where appropriate good to excellent examples to illustrate points made.</p>	<p>Levels 3 – 4 (3 – 4 marks) The candidate applies a good to excellent range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	<p>Levels 3 – 4 (2 marks) The candidate communicates clearly and effectively using appropriate political vocabulary. The answer has a clear sense of direction, is focused on the question and, where appropriate, has a conclusion which flows from the discussion.</p>
	<p>Level 3 (3 – 4 marks) The candidate demonstrates sound knowledge and understanding of political concepts, institutions and processes. The candidate clearly addresses the requirements of the question and provides sound interpretation and contextual awareness. The answer includes good examples to illustrate points made.</p>		
	<p>Levels 1 – 2 (1 – 2 marks) The candidate demonstrates slight to basic knowledge and understanding of political concepts, institutions and processes. The candidate makes a very limited attempt to address the requirements of the question and provides little to partial and reasonably effective interpretation. Answers offer limited or little evidence and few or inaccurate examples to illustrate points made.</p>	<p>Levels 1 – 2 (1 – 2 marks) The candidate applies a limited range of concepts and makes little or limited use of political theory or ideas in developing an explanation or argument.</p>	<p>Levels 1 – 2 (1 mark) The candidate communicates explanations or arguments with limited clarity and effectiveness using limited political vocabulary. The answer may lack either a clear focus on the question or a sense of direction. A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit.</p>

**A2 GOVERNMENT AND POLITICS, EXCLUDING SYNOPTIC UNIT
(GOV4, GOV5, GOV6, GOV7)**

GENERIC MARK SCHEME for Question 1 part (c) (Total: 20 marks)

	Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
	AO1	AO2	AO3
	<p>Level 4 (7 – 8 marks) The candidate demonstrates a comprehensive knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. The answer fully addresses the requirements of the question and demonstrates excellent contextual awareness.</p> <p>The answer includes excellent examples to illustrate points made.</p>	<p>Level 4 (7 – 8 marks) The candidate displays excellent awareness of the implications and demands of the question. There is an excellent focus on the specific question asked. There is a clear evaluation of political institutions, processes and behaviour which displays a sophisticated awareness of viewpoints and issues.</p> <p>Appropriate parallels and connections are clearly identified together with comparisons. A wide range of concepts is used.</p>	<p>Level 4 (4 marks) The candidate communicates arguments, explanations and conclusions with clarity. Excellent use is made of political vocabulary to construct cogent and coherent arguments. The answer has a clear sense of direction, culminating in a conclusion that flows from the preceding discussion.</p>
	<p>Level 3 (5 – 6 marks) The candidate demonstrates sound knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. The answer clearly addresses the requirements of the question and demonstrates sound contextual awareness.</p> <p>The answer includes good examples to illustrate points made.</p>	<p>Level 3 (5 – 6 marks) The candidate displays sound awareness of the implications and demands of the question. There is a clear focus on the question. There is a sound evaluation of political institutions, processes and behaviour which displays good awareness of viewpoints and issues. There is good recognition of parallels and comparisons. Appropriate concepts are used.</p>	<p>Level 3 (3 marks) The candidate communicates arguments, explanations and conclusions well. Good use is made of political vocabulary to construct clear arguments and explanations.</p> <p>The candidate produces an answer with a conclusion linked to the preceding discussion.</p>

GENERIC MARK SCHEME for Question 1 part (c) (continued)

	Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
	AO1	AO2	AO3
	<p>Level 2 (3 – 4 marks) The candidate demonstrates outline knowledge and understanding of political concepts/theories/institutions and processes and some awareness of the relationships between them. The answer makes a limited attempt to address the question and demonstrates contextual awareness covering part of the question.</p> <p>The answer includes simple examples to illustrate points made.</p>	<p>Level 2 (3 – 4 marks) The candidate displays limited awareness of the implications and demands of the question resulting in a restricted focus. There is a limited evaluation of political institutions, processes and behaviour which displays partial awareness of viewpoints and issues.</p> <p>There is some recognition of basic parallels and comparisons with limited use of concepts.</p>	<p>Level 2 (2 marks) The candidate communicates arguments and conclusions adequately with limited use of political vocabulary.</p> <p>A conclusion is offered but its relationship to the preceding discussion may be modest or implicit.</p>
	<p>Level 1 (1 – 2 marks) The candidate demonstrates a slight and incomplete knowledge and understanding of political institutions and processes and a limited awareness of the relationships between them. There is little attempt to address the requirements of the question.</p> <p>The answer includes few, if any, examples which may be inaccurately reported or inappropriately used.</p>	<p>Level 1 (1 – 2 marks) The candidate displays little awareness of the implications and demands of the question and focus is lacking. Evaluation of political institutions, processes and behaviour is superficial, with little awareness of viewpoints and issues.</p> <p>There is little, if any, recognition of parallels and comparisons. The use of concepts is superficial and naïve.</p>	<p>Level 1 (1 mark) The answer relies upon narrative, which is not fully coherent. There is little or no use of political vocabulary.</p> <p>A conclusion, if present, is not adequately related to the preceding discussion.</p>

**A2 GOVERNMENT AND POLITICS, EXCLUDING SYNOPTIC UNIT
(GOV4, GOV5, GOV6, GOV7)**

GENERIC MARK SCHEME for Questions 2, 3 and 4 (Maximum 40 marks)

	Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
	AO1	AO2	AO3
	<p>Level 4 (13 – 16 marks) The candidate demonstrates a comprehensive knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. The answer fully addresses the requirements of the question and demonstrates excellent contextual awareness.</p> <p>The answer includes excellent examples to illustrate points made. The answer includes detailed and comprehensive interpretations or explanations as well as accurate evidence and relevant examples to illustrate points made.</p>	<p>Level 4 (13 – 16 marks) The candidate displays excellent awareness of the implications and demands of the question. There is an excellent and sustained focus on the specific question asked. There is clear and full evaluation of political institutions, processes and behaviour which displays a sophisticated awareness of differing viewpoints and recognition of issues.</p> <p>Appropriate parallels and connections are clearly identified together with well-developed comparisons. A wide range of concepts is used and developed.</p>	<p>Level 4 (7 – 8 marks) The candidate communicates arguments, explanations and conclusions with clarity. Excellent use is made of political vocabulary to construct cogent and coherent arguments and explanations. The answer has a clear sense of direction, culminating in a conclusion that flows from the preceding discussion.</p>
	<p>Level 3 (9 – 12 marks) The candidate demonstrates sound knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. The answer clearly addresses the requirements of the question and demonstrates sound contextual awareness.</p> <p>The answer includes developed and effective interpretations or explanations and also clear evidence and good examples to illustrate points made.</p>	<p>Level 3 (9 – 12 marks) The candidate displays sound awareness of the implications and demands of the question. There is a clear focus on the question. There is a sound evaluation of political institutions, processes and behaviour which displays good awareness of differing viewpoints and recognition of issues. There is good recognition of parallels and comparisons. Appropriate concepts are used and developed.</p>	<p>Level 3 (5 – 6 marks) The candidate communicates arguments, explanations and conclusions well. Good use is made of political vocabulary to construct clear arguments and explanations.</p> <p>The candidate produces an answer with a conclusion linked to the preceding discussion.</p>

GENERIC MARK SCHEME for Questions 2, 3 and 4 (continued)

	Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
	AO1	AO2	AO3
	<p>Level 2 (5 – 8 marks) The candidate demonstrates outline knowledge and understanding of political concepts/theories/institutions and processes and some awareness of the relationships between them. The answer makes a limited attempt to address the question and demonstrates contextual awareness covering part of the question.</p> <p>The answer includes a partial and reasonably effective attempt at interpretation or explanation with some examples to illustrate points made.</p>	<p>Level 2 (5 – 8 marks) The candidate displays little awareness of the implications and demands of the question resulting in a restricted focus. There is a limited evaluation of political institutions, processes and behaviour which displays a partial awareness of differing viewpoints and issues.</p> <p>There is some recognition of basic parallels and comparisons. Arguments and explanations are undeveloped with limited use of concepts.</p>	<p>Level 2 (3 – 4 marks) The candidate communicates arguments and conclusions adequately with limited use of political vocabulary.</p> <p>A conclusion is offered but its relationship to the preceding discussion may be modest or implicit.</p>
	<p>Level 1 (1 – 4 marks) The candidate demonstrates a slight and incomplete knowledge and understanding of political institutions and processes and limited awareness of the relationships between them. There is little attempt to address the requirements of the question. There is only superficial awareness, if any, of the context of the question, with little interpretation and few, if any, examples often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1 – 4 marks) The candidate displays little awareness of the implications and demands of the question and focus is lacking. Evaluation of political institutions, processes and behaviour is superficial.</p> <p>Analysis shows little awareness of differing viewpoints and issues. There is little, if any, recognition of parallels and comparisons. Arguments, explanations and use of concepts are superficial and naïve.</p>	<p>Level 1 (1 – 2 marks) The answer relies upon narrative, which is not fully coherent. There is little or no use of political vocabulary.</p> <p>A conclusion, if present, is not adequately related to the preceding discussion.</p>

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

(a) Using the extract explain what is meant by *state ownership*. (8 marks)

‘Old Labour’s’ pledge as defined in Clause IV of the original constitution to take into public ownership ‘the means of production, distribution and exchange.’ Candidates could point out that Attlee’s government focused on the nationalisation of the ‘Commanding Heights’. Some might state that the rhetoric has always been stronger than the practice.

(b) Using the extract and your own knowledge, explain the differences between equality of opportunity and equality of outcome. (12 marks)

Equality of opportunity: The Social Democratic position. Everyone should begin life on an equal playing field. The state has a duty to provide ‘quality’ home environments, health services and educational provisions for all, irrespective of wealth/social class. Very much the position of New Labour.

Equality of outcome: The state should redistribute wealth from the rich to the poor so as to produce a classless, egalitarian society. Very much a core feature of traditional/orthodox Socialism. Considerable state interference required to produce such a goal. Very likely to produce class conflict in the process.

(c) To what extent is the contemporary Labour Party socialist? (20 marks)

To what extent is the key question. It can be argued/debated. The central tenets of orthodox socialism will need to be discussed. Candidates would be expected to point out that socialism emphasises collective behaviour rather than individualism. Also an objective of socialism is to achieve equality of outcome through the redistribution of resources from the wealthy to the rest. In the macro economic sphere the government would plan to produce economic growth instead of relying on market forces; also an emphasis on corporation/trade unions.

In contrast, ‘New’ Labour emphasises the market, champions limited taxation and rejects ‘old fashioned’ corporatism/tripartism. It accepts “equality of opportunity” as opposed to “equality of outcome” and it believes in a meritocracy.

Yet some vestiges of socialism remain, notably support for Communitarianism and stakeholding, a commitment to a minimum wage and a strong belief in inclusivity which compares favourably with socialism’s early commitment to the notion of ‘a brotherhood of man’.

The strength of the answer will depend on the quality of the knowledge and skills utilised to measure the question.

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

“Conservatism has never been an ideology; it is a response to changing circumstances.” How valid is this view today? (40 marks)

This is essentially a question about whether Conservatism is pragmatic rather than ideological. In attempting to evaluate the validity of the claim presented in the statement candidates will need to show knowledge and understanding of these two positions. A logical start would appear to be Burke’s critique of the French Revolution and his case for Conservatism as an anti-ideological political philosophy. An appreciation of Conservatism’s pragmatism and flexibility would include Disraeli’s advocacy of ‘One Nation Conservatism’ and the acceptance and subsequent promotion of policies associated with the Butskellite Post-War Consensus. Candidates would also need to show how Conservatism becomes more ideological/doctrinaire in the 1970s. Heath’s Selsdon Programme could be discussed and Thatcher’s moving of the party to the Right in line with the core ideas associated with the New Right ought to figure prominently in any assessment. Candidates would also be expected to show how this New Right agenda was executed by the Conservative Government in the 1980s. It could be argued that there was a return to pragmatism in the 1990s and early 21st century when Major (partially) and Hague and Duncan-Smith more particularly, advocated inclusivity and compassionate Conservatism. Some would claim that Thatcherite core values nevertheless continued to dominate Conservative thinking in the Post-Thatcher era. Michael Howard, in spite of his right wing record and image, promised to lead “from the Centre” and challenged Labour’s plans for top up tuition fees. This could well be seen as a pragmatic ‘response to changing circumstances’ as the payment of such fees would have fitted readily into the Thatcherite agenda.

The strength of the answer will depend upon the candidate’s ability to ascertain the extent to which conservatism has been/is more about pragmatism than dogma and the ability to distinguish between rhetoric and practice.

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

“Liberalism is now the dominant philosophy in British politics.” Discuss.

(40 marks)

Here it is up to candidates to present arguments and to make a case for/against the assertion that “Liberalism is now the dominant philosophy in British politics”.

In order to arrive at a reasoned conclusion, candidates will need to cover the core values which are associated with both classical and Progressive/New Liberalism. In the case of the former, these would be a commitment to market economics, an emphasis on individualism and limited government which champions liberty and freedom and the firm belief that the right to govern arises from a contract with the people. Candidates could well refer to the key philosophers associated with such ideas and values, e.g. Adam Smith, Thomas Hobbes, John Stuart Mill and John Locke. With regard to the latter, candidates would be expected to discuss an increased role of government, particularly in the provision of social welfare, the case for progressive taxation, emphasis on the idea of ‘community’ and the importance of individual responsibility alongside individual freedom and liberty.

In addition, candidates would need to show how Conservatism and socialism have challenged liberalism in their attempts to dominate the political landscapes of the 20th and early 21st century.

The quality of the answer will ultimately depend upon the candidate’s effective scrutiny of the proposition. In essence, this requires an evaluation of the contemporary political scene involving detailed analysis of the extent to which the different strands of Liberalism have influenced the thinking and actions of each of the mainstream political parties in recent years and how liberalism in general has permeated the nation’s political culture.

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

“Traditional ideologies have never looked seriously at the relationship between people and the natural world; only ecologists have sought to do this.” Discuss. (40 marks)

Task – evaluate the extent to which traditional ideologies, namely liberalism, conservatism and socialism have embraced environmentalism in genuinely ecocentric ways so as to measure the extent to which their ‘green’ politics accord with the core beliefs and values of ecologists.

In doing so, candidates will be required to reveal a knowledge and understanding of where the traditional ideologies place man in relation to nature and how they (the broad movements and actual political parties which derive from the afore-mentioned political philosophies) have developed their political ideas in the light of scientific findings and public concerns regarding environmental issues.

Ecologists have long demanded radical socio-political change and the need for a fundamental rethinking of the relationship between human beings and the natural world. Essentially, candidates would need to explain the principles associated with ‘ecocentrism’ and the claims made by the Dark Greens in particular that the main stream parties and political ideologies are fixed in a mindset which is anthropocentric. Thus, nature is there to serve the interest of and to benefit human kind. Whilst lip-service is at times paid to environmentalism (particularly when there are votes in it) and some policies do reflect ‘light’ green thinking, ecologists would assert that traditional ideologies have never, and do not now, truly embrace ‘holisticism’.

In order to arrive at a reasoned conclusion, candidates will need to have marshalled their knowledge of where man is seen in relation to the natural world by liberals, Conservatives and socialists, comparing their stances with the position taken by the ecologists, paying particularly attention to the word “never” in the process.