



General Certificate of Education

Government and Politics 5151/6151

GOV6 The Politics of Northern Ireland, Scotland and Wales

Mark Scheme

2005 examination – June series

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.

Government and Politics

CRITERIA FOR MARKING AS/A2

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, 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 but 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 a 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 candidate 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 candidate 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 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 candidate 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 a 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 candidate makes a limited attempt to address the question and demonstrates contextual awareness covering part of the question.</p> <p>The answer includes a partial but 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 a 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>

The Politics of Northern Ireland, Scotland and Wales GOV6

1.

Total for this question: 40 marks

- (a) Explain the phrase *devolution has changed Britain into a multi-layered democracy* used in the extract. (8 marks)

Accept devolution has created multi-layered (ie Assemblies in Northern Ireland, Scotland and Wales and possibly some English regions) democracy (ie elected assemblies/accountable executives). For higher marks relevant additional information, eg other layers such as local government/Europe; no English 'layer', sovereignty remains with Westminster; further layers possible in England.

- (b) Using the extract and your own knowledge, explain why the establishment of the Welsh Assembly has resulted in an increase in the political significance of the Conservatives and Plaid Cymru. (12 marks)

Knowledge and understanding of effects of Additional Member System (ie first past post and party list seats) on voting patterns for Welsh Assembly especially regarding representation of Conservatives and Plaid Cymru in 1999 (and 2003) elections. Analysis should focus primarily on effects upon political significance of Conservatives – eg no seats in 1997 and 2001 general elections but seats (boosted by regional list votes) in 1999 and 2003 Assembly elections; and PC, eg emergence as main opposition party in Assembly and in Wales; falling away of support in 2003; other factors explaining voting patterns in 1999 (eg mishandled Labour campaign) and 2003 (distancing of Labour in Wales from New Labour). Other analysis might also include discussion of parallels with Conservatives and SNP in Scotland; effects of PC/Conservative representation in Welsh Assembly on stability of Welsh Executive (ie Minority/coalition); and of other factors contributing to increased 'political significance' (eg focus of Welsh media; lack of Labour majority; Conservative support from anti-Assembly voters; increased relevance of PC in Welsh only Assembly, etc). (Note that this question relates to specification section dealing with party politics and voting patterns in Wales. Detailed answers on mechanics/merits, etc of AMS and other electoral systems are not required).

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- (c) Discuss the view that Scottish party politics is now characterised by the dominance of Labour and the Scottish Nationalists. (20 marks)

Knowledge and understanding is required of extent of Labour-SNP domination of Scottish party politics 'now', so accept answers which focus on Scottish Parliament elections 1999 and 2003 and also performance in recent (eg 1997, 2001 and 2005) Westminster general elections. Use of information contained in the extract is appropriate but this should be supplemented by information from own knowledge (eg of voting strength, seats won, etc). Earlier material which depicts changes over time, especially if offered to provide context and perspective, is acceptable and should be rewarded, but is not necessary to achieve high marks. Analysis might agree with the contention (eg Labour and SNP are by far the biggest parties in Scottish Parliament; Labour is dominant Party in Scottish Executive; SNP main opposition party); disagree (eg position of Liberal Democrats in Scottish Parliament/Executive, and performance in Westminster elections – where Liberals usually outperform SNP in Scotland suggests Labour/Liberal Democratic domination); or partially agree (eg Labour is much more dominant than SNP, increased its domination over SNP in 2003 elections and massively outperforms SNP and all other parties in Westminster general elections). Reward analysis which identifies influences on voting patterns (eg party policies especially towards devolution and independence; traditional cultures of Labourism; economic arguments for independence, etc) and parallels/contrast with other parts of the UK (eg Wales).

2.

Total for this question: 40 marks

Why has it proved so difficult to achieve a resolution to the Northern Ireland conflict? (40 marks)

Knowledge and understanding is required of the main causal factors underlying the Northern Ireland conflict (historical, cultural, social, economic, etc); of the main peace initiatives and proposals advanced since the 1970s and especially the 1998 Good Friday Agreement; and of subsequent and ongoing developments. Analysis might focus on either relatively recent obstacles to resolution of the conflict (eg decommissioning; political manoeuvring in the Northern Ireland Assembly) or on longer-term factors (such as fundamental problems with power-sharing; the irreconcilability of contested nationality claims and of different traditions; and the relative perspectives of the London and Dublin governments). It is possible either to argue that a resolution has effectively now been achieved (eg GFA has provided a basis for peace; Saville/Patten, etc have removed or are seeking to remove/specific obstacles; London and Dublin governments working closely together) or that the underlying problems still remain and the conflict is unresolved. The question, however, asks ‘why has it proved so difficult’ so for very high marks there must be a firm focus on the underlying causes of the conflict and the obstacles which prevented the various initiatives from resolving the conflict for so long.

3.

Total for this question: 40 marks

Discuss whether the establishment of a devolved Parliament has strengthened or weakened Scotland’s influence within the United Kingdom. (40 marks)

Knowledge and understanding required of constitutional/governmental changes arising from establishment of Scottish Parliament. This to include changes both in Edinburgh (eg Scottish Parliament and powers; Scottish Executive) and in London/Westminster (eg arrangements for handling Scottish business in Whitehall and Westminster). Analysis to focus on whether these changes have weakened or strengthened Scotland’s influence within the UK. Possible to argue either strengthened (eg now a separate Parliament dealing with most of Scotland’s domestic legislation and able to differ from English policy in important fields; limited tax raising powers; powerful Scottish executive able to argue Scotland’s domestic legislation and able to differ from English policy in important fields; limited tax raising powers; powerful Scottish executive able to argue Scotland’s case within the UK; role of Joint Ministerial Committee: this additional to retained Scottish MPs at Westminster; continuing influence of Scottish MPs in UK Cabinet and government) or weakened (eg Scotland Office absorbed within Department of Constitutional Affairs: diminished role of Secretary of State for Scotland; issues surrounding numbers and legitimacy - eg West Lothian question – of Scottish MPs). Possible also to argue no real change (eg Scottish budget still determined by UK Treasury; unified civil service ensures continued control by Whitehall; English MPs still outnumber Scottish; UK government still represents Scotland in EU, etc) but this should be attempt also to address aspects of strengthening/weakening for the highest marks. Reward relevant and up-to-date examples; and also where appropriate contrasts/parallels with Wales and Northern Ireland.

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

How far have historical factors shaped the nature of contemporary Scottish and Welsh nationalism?
(40 marks)

Knowledge and understanding required of the nature of *contemporary* Scottish and Welsh nationalism, including the significance of historical, cultural, economic and political influences. Analysis should focus on the significance of historical factors (eg former statehood, re Scotland; long history of Anglicisation of Welsh culture/language; former and continuing religious influences). ‘Historical’ is open-ended in terms of time, particularly as the focus is influences on contemporary nationalism. Accept recent decades, eg North Sea Oil; Thatcher; impact of devolution – on their merits, but this should be accompanied by longer-term perspective for higher marks. Possible to argue that historical factors are still significant; of declining significance; or to argue that other factors (eg cultural, economic, political) are more significant. Question is about Welsh and Scottish nationalism so both should be covered for high marks. Reward relevant comparisons/contrasts between Scottish and Welsh (and Irish) nationalism. Accept relevant discussion of SNP, Plaid Cymru but the primary focus of the question is nationalism not nationalist parties. Reward also good use of nationalism as a concept and other concepts, eg independence, devolution.