



General Certificate of Education

Government and Politics 5151/6151

GOV7 Ideas in Contemporary British Politics

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>

Ideas in Contemporary British Politics GOV7

1.

Total for this question: 40 marks

- (a) Using the passage explain the term *mixed economy*. (8 marks)

An economy in which a substantial number of activities of production, distribution and exchange are undertaken by the government and there is more interference by the state than there would be in a market economy. A combination of some of the characteristics of both capitalism and socialism. Traditionally associated with the Labour Party. In the UK this essentially comprised 'The Commanding Heights' of the economy in the public sector alongside a vigorous private sector.

- (b) Using the passage and your own knowledge, discuss why and how liberalism is strongly associated with the decentralisation of power. (12 marks)

Decentralisation = power being given to political institutions by central government at levels below the national level. Although created by government, eg local government, other subordinate local administrative agencies, elected mayors and the like. The practice is to allow such bodies to use as much discretion as possible in interpreting central policy to reflect local opinions and to meet local needs. In effect this should bring decision-making closer to the people, improving/increasing local interest, political participation and political accountability in the process. The aim is to reduce the influence of national government (Big Government) which liberals view as too removed from the people, inaccessible and excessively powerful. The concept of subsidiarity as utilised post-Maastricht.

- (c) To what extent do the key beliefs promoted by the Liberal Democrats represent a combination of New Labour and Liberal thinking? (20 marks)

Liberal Democrats are a synthesis of the Liberal Party and the Social Democratic Party. Given this background Liberal Democrats will have been influenced by both the liberal and social democratic political traditions.

Liberal influences include:

- Belief in limited constitutional government.
- Belief in the ability of individuals to make key decisions/rationalism.
- Belief in freedom and tolerance.
- Belief in political and legal equality – essentially equality of opportunity as opposed to equality of outcome.
- Also ... ‘modern’ beliefs in the need for the state to combat poverty and ignorance through progressive welfare/social policy – if need be by increasing the role of the state, financed by ‘progressive’ schemes of taxation. ‘New Liberalism’s’ commitment to constitutional reform.

The latter beliefs have also been championed by New Labour in recent years.

Actual Liberal Democratic programmes can be seen to be very much a synthesis of the two traditions, particularly policies on social reform, constitutional reform, civil liberties and human rights, environmentalism and support for European integration. Some candidates might even claim that in recent years the Liberal Democrats could be positioned to the left of New Labour given that party’s drift to the right on many key policies and issues under Tony Blair; others might focus on specific policy differences, such as foreign policy.

The skill element here lies in establishing the extent of this synthesis.

2.

Total for this question: 40 marks

‘Environmentalism is not a distinctive political ideology.’ Discuss.

(40 marks)

Explain what a distinctive political ideology comprises. In a pejorative sense this could be equated with a rigid adherence to political dogma. In a more neutral context, an ideology could be described as a connected set of political beliefs.

Environmentalism refers to ideas and theories that are characterised by the key belief that human life can only be understood in the context of the natural world. As such it covers a WIDE VARIETY OF BELIEFS – scientific, religious, economic and political – rather than a particular set of policies or prescribed actions. Aspects of the ideology include:

- Moderate/reformist approaches to the environment that respond to ecological crises, but without fundamentally questioning conventional assumptions about the natural world.
- Ecologism which is qualitatively different and calls for radical socio-political change and for a fundamental rethinking of the relationship between human beings and the natural world. Slogan ‘neither left nor right but forward’.
- Right wing Greens react against post enlightenment rationalism, science, industrialism and modernism.
- ‘Blue’ Greens who champion individualism rather than collectivism.
- Left Greens who share the socialist critique of capitalism.
- Ecocentric Dark Greens who reject anthropocentrism and who take a more holistic approach.
- Greens who practise the ‘small is beautiful’ philosophy. They believe in decentralisation and community based action which is ‘bottom up’ rather than ‘top down’. They are associated with views which are reminiscent of anarchy.
- Greens who desire pan-national solutions to environmental problems/concerns via ‘Earth Summits’ and the like.
- Greens who wish to use peaceful tactics to rationally persuade opponents of the validity of their case.
- Greens who prefer to resort to violent action, eg attacking laboratories, scientists and field sites/building programmes.

Skill

Utilising this information to produce a balanced answer which arrives at a reasoned and logical conclusion.

3.

Total for this question: 40 marks

To what extent does the contemporary Conservative Party promote traditional conservative values?(40 marks)

- (A) Knowledge of traditional Conservative values. Essentially:
1. Human beings seen as needing strong leadership from above as the vast majority of the population are incapable of independent rational behaviour. Leaders to provide an authoritative and stable framework of laws to facilitate good human relations.
 2. Inequality seen as natural and inevitable.
 3. Hostility to radical change/preference for gradualism.
 4. Suspicion of individualism.
 5. Fear of excessive liberty.
 6. Strong belief in tradition.
 7. Pragmatism.
 8. Paternalism.
 9. Nationalism.
- (B) Recognition of the fact that One Nation Conservatism, particularly in the post war period owed much to, and continued to promote, many of these traditional values (particularly 1, 3, 6, 7, 8 and 9).
- (C) Whilst the Thatcher variant of Conservatism borrowed from some of these core values, some aspects of this type of Conservatism owed little to tradition. Radical social and economic change was desired and individualism was promoted within an enterprise culture.
- (D) The Conservative Party post-Thatcher has continued to champion many traditional values whilst also embracing neo-liberal economic policies. Social authoritarian viewpoints have figured prominently in policies and debates in recent years. Yet there are many in the party who have advocated a more socially libertarian stance. Whilst some continue to prefer leadership from above ('top down'), Hague attempted to move the party to a more 'bottom up' model. IDS, whilst extolling the virtues of the free market, accepted continued state involvement in health and education, very much in the One Nation thinking. Michael Howard has indicated that he wishes to 'lead from the centre' distancing himself from some of the right wing positions he occupied as a government minister.

Skill

Production of relevant, accurate and focused arguments utilising such information so as to arrive at a reasoned conclusion.

4.

Total for this question: 40 marks

To what extent is New Labour committed to the traditional socialist goal of equality?

(40 marks)

- Socialism is pre-eminently an ideology of equality, and it is the centrality of this value which marks it off from Conservatism with its emphasis on hierarchy, leadership and natural inequality, and from Liberalism, where a commitment to formal legal and political equality has not been extended to economic and social equality. Thus, socialism has involved from the beginning a fundamental critique of existing inequality under capitalism and a programme for a significant redistribution and equalisation of income, wealth and power.
- Yet socialists have not always agreed over what this commitment to equality should involve in practice. For a few, it was viewed as the total abolition of personal private property.
- The Labour Party (pre Blair) called, at least symbolically, for the private ownership of the means of production to be replaced by common ownership (Clause IV). In recent years this has been revised so that the market can operate where it does so effectively.
- Revisionists have argued that progressive taxation coupled with state welfare benefits will help to produce a more egalitarian society without any clear conception of how much inequality can be tolerated or how far it is practical or desirable to push equality. Significantly, much was done to promote sexual and racial equality by the Wilson governments and the modern Labour Party continues to fight against such discrimination.
- The Blair government is committed to equality of opportunity. It accepts that people are not equal given that natural discrepancies based on mental and physical ability clearly exist in the real world.
- In essence, the contemporary Labour Party appears to accept that equal **political** rights do not necessarily imply identical shares in wealth and equality of opportunity scarcely ends inequality of condition.
- Similarly, the contemporary Labour Party interprets equal rights as to some minimum standard, eg the right to shelter and not a belief that all are entitled to the same standard of housing or to equal pay across the board irrespective of a person's mode of employment or level of educational qualification.
- Labour's policies and general statements very much reflect these positions, eg acceptance of private health and education. Acceptance of a mixed economy where the influence of the private sector continues to grow. No real attempt to redistribute wealth through taxation policy (yet reform of the membership of the House of Lords does imply a belief in political equality).

Skill

Utilising knowledge of key concepts, programmes and actions to assess the extent to which the modern Labour Party can claim to be committed to equality.