



General Certificate of Education

Government and Politics 5151/6151

GOV3 Features of a Representative Democracy

Mark Scheme

2006 examination –January 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.

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.

AS GOVERNMENT AND POLITICS (GOV1, GOV2, GOV3)**GENERIC MARK SCHEME for part (a) questions (Total: 8 marks)**

	Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
	AO1	AO2	AO3
	<p>Levels 3–4 (3–4 marks) The candidate successfully demonstrates accurate or generally accurate knowledge and understanding of political data, concept(s) or term(s).</p> <p>Where appropriate, the candidate is able to illustrate his/her answer with relevant evidence/example(s).</p>	<p>Levels 3–4 (2 marks) The candidate provides an appropriate analysis of political data, concept(s) or term(s) showing an awareness of differing viewpoints where appropriate.</p>	<p>Levels 3–4 (2 marks) The candidate communicates clearly and effectively using appropriate political vocabulary.</p>
	<p>Levels 1–2 (1–2 marks) The candidate demonstrates slight or basic knowledge and understanding of political data, concept(s) or term(s).</p> <p>The candidate may illustrate his/her answer with evidence/example(s) of limited relevance.</p>	<p>Levels 1–2 (1 mark) The candidate provides a superficial or partial analysis of political data, concept(s) or term(s).</p>	<p>Levels 1–2 (1 mark) The candidate communicates with limited clarity and effectiveness using a limited political vocabulary.</p>

AS GOVERNMENT AND POLITICS (GOV1, GOV2, GOV3)

GENERIC MARK SCHEME for part (b) questions (Total: 22 marks)

	Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
	AO1	AO2	AO3
	<p>Level 4 (10–11 marks) The candidate successfully demonstrates accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationship between them, producing an answer that deploys relevant knowledge and understanding to address the requirements of the question and that demonstrates significant contextual awareness.</p> <p>The candidate’s answer includes relevant evidence and/or examples to substantiate and illustrate points made.</p>	<p>Level 4 (7 marks) The candidate evaluates political institutions, processes and behaviour, applying appropriate concepts and theories.</p> <p>The candidate provides analysis which displays sound awareness of differing viewpoints and a clear recognition of issues. Parallels and connections are identified, together with valid and precise comparisons. The answer includes relevant and convincing interpretations or explanations.</p>	<p>Level 4 (4 marks) The candidate communicates clear arguments and explanations using accurate political vocabulary. The candidate produces answers with a clear sense of direction leading towards a coherent conclusion.</p>
	<p>Level 3 (7–9 marks) The candidate demonstrates generally accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationship between them, producing an answer that addresses the requirements of the question and demonstrates adequate contextual awareness.</p> <p>The answer provides evidence backed up by clear examples to illustrate points made.</p>	<p>Level 3 (5–6 marks) The candidate evaluates political institutions, processes and behaviour, applying some concepts or theories.</p> <p>The candidate provides clear arguments and explanations and demonstrates awareness of differing viewpoints and a recognition of issues. Parallels and connections are identified, together with some sound comparison.</p>	<p>Level 3 (3 marks) The candidate communicates arguments and explanations using some political vocabulary. A conclusion is linked to the preceding discussion.</p>

GENERIC MARK SCHEME for part (b) questions (continued)

	Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
	AO1	AO2	AO3
	<p>Level 2 (4–6 marks) The candidate demonstrates basic knowledge and understanding of political concepts/theories/institutions and processes and some awareness of the relationship between them. He/she makes a limited attempt to address the requirements of the question.</p> <p>The candidate may demonstrate contextual awareness covering part of the question, and may produce limited evidence and/or few examples.</p>	<p>Level 2 (3–4 marks) The candidate offers a simplistic evaluation of political institutions, processes and behaviour and begins to construct arguments which contain basic explanation.</p> <p>The candidate shows some awareness of differing viewpoints. There is recognition of basic parallels or simplistic comparisons.</p>	<p>Level 2 (2 marks) The candidate attempts to develop an argument using basic political vocabulary. Where a conclusion is offered, its relationship to the preceding discussion may be modest or implicit.</p>
	<p>Level 1 (1–3 marks) The candidate demonstrates slight and/or incomplete knowledge and understanding of political concepts/theories/institutions and processes and limited awareness of the relationship between them.</p> <p>The candidate makes a very limited attempt to address the requirements of the question. Only superficial awareness of the context of the question is evident and the few examples cited are often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1–2 marks) The candidate makes a partial attempt to evaluate political institutions, processes and behaviour. Arguments offered are superficial. There is very limited awareness of parallels or comparisons.</p>	<p>Level 1 (1 mark) The answer relies upon narrative which is not fully coherent and which is expressed without using political vocabulary. A conclusion is either not offered or it is not related to the preceding material.</p>

1

Total for this question: 30 marks

- (a) Explain the term *democratic deficit* in the context of the European Parliament. (8 marks)

At minimum, explanation that democratic limitations apply to European Parliament. For middle range marks, accompanying relevant detail (eg term applies because EP has only limited power; does not apply/has to be qualified because only element directly elected by EU citizens). Accept also other aspects of EP (eg low turnout limiting legitimacy) relevant to democratic deficit. In higher ranges, look also for comparisons/contrasts with democratic deficit applicable to other EU institutions.

- (b) ‘In Britain, Parliament is dominated by the political power of the government.’ Discuss. (22 marks)

From extract political power of government/executive dictatorship and European examples but also considerable scope for use of own knowledge both in supporting the extract (eg concentration of power in Prime Minister and Cabinet) and challenging it (eg backbench rebellions, government defeats). Analysis should include, and for higher marks must address, ‘political power’ (ie sovereign authority/legitimacy of Parliament taken over by government because of political arrangements/ processes, eg role of whips, party majority, discipline/patronage, executive control over timetable, limited effectiveness of parliamentary questions, select committees, Opposition, etc). Question is about Parliament so accept and reward relevant material on House of Lords.

2**Total for this question: 30 marks**

- (a) Explain the term *elected representatives* used in the extract. (8 marks)

At minimum, identification of, for example, MPs and/or councillors, MEPs, SMPs, AMs with, for middle range marks, additional information (eg example) and, for higher range marks, some analysis (eg role of elected representatives, democratic legitimacy, social background).

- (b) ‘Many social groups are still under-represented in Parliament and in other representative institutions within British politics.’ Discuss. (22 marks)

At minimum for AO1, accurate information about under-representation of some social groups in Parliament with, for AO2, some attempt at analysis (eg democratic implications). For middle-range marks, fuller information (eg statistical information, examples from institutions) about under-represented groups plus recognition of the corollary that some groups (eg middle class, middle aged, white) are over-represented with appropriate analysis of the implications of this (eg policy outcomes favouring middle class). For higher mark ranges, information and analysis which challenges/qualifies the assertion in the stimulus (eg ‘Blair’s Babes’; gender representation amongst AMS, SMPs; Thatcher’s dominance of 1980s) with appropriate analysis of both the implications (eg social background does/does not influence political beliefs; similar patterns with other elites) and reasons for this (eg electoral system has a bearing on candidate selection/election). ‘Other representative institutions’ is a discriminator so reward information/examples contrasts/comparisons which go beyond Parliament. Reward also relevant use of concepts (eg ruling class, elites).

3

Total for this question: 30 marks

- (a) Explain the term *anonymous* in the context of the civil service. (8 marks)

For minimum, explanation that civil servants keep out of the public eye, do not enter into public debate; are not usually known outside Whitehall, etc. For higher marks, additional information (eg undermined by some recent developments) or analysis (eg link with neutrality, permanence and ministerial responsibility).

- (b) ‘The potential for power within the higher ranks of the civil service remains considerable.’ Discuss. (22 marks)

From extract, ability to influence ministers/policy and growing power of special advisers. From own knowledge, information and analysis about factors underlying civil service influence (eg expertise, numbers, control of information and implementation, permanence, etc). For higher marks, some attempt to challenge the statement (eg ministers’ ultimate authority, political power/networks, etc) as well as growing use of alternative sources of advice (not only special advisers but also task forces). Reward for AO1 policy examples, etc and for AO2 analysis in terms of models of minister/civil service relationships. ‘Potential’ is a discriminator so reward answers which address this specifically.

4

Total for this question: 30 marks

- (a) Explain the term *government department* used in the extract. (8 marks)

For minimum, unit of Whitehall administration or similar with example(s), etc. For higher marks, additional information (eg headed by minister/staffed by civil servants) or analysis (eg changed role with development of Next Steps Agencies).

- (b) ‘The Cabinet is still effectively the centre of important government decision-making.’ Discuss. (22 marks)

Discussion should include: the Cabinet (including Cabinet committees and Cabinet Office); Cabinet functions (especially policy making); Cabinet composition. Answers should specifically address the Cabinet’s role in government decision-making (including recognition that formal role of Cabinet includes final authority over policy making) with relevant examples. For higher marks, there should be recognition of other influences on policy making including the Prime Minister (and Prime Minister’s Office, departments, civil servants, bilaterals, special advisers, task forces, etc). Focus is on government decision-making but relevant to include external (eg party, pressure groups, media) influences. ‘Effectively’ is a discriminator so relevant to argue that Cabinet is usually consulted over key decisions and/or that other actors/fora (eg Prime Minister, Cabinet Committees) are now effective decision-makers. Possible also to argue that nature/circumstances, etc of decision may affect Cabinet’s role. ‘Still’ is also a discriminator, so reward discussion of changing role (eg reduced policy making role of Cabinet over time, differences under Blair and other recent PMs). Reward relevant policy examples and accurate use of concepts, eg prime ministerial government, cabinet government, collective, collegiate, presidential, etc are appropriate. Accept prime ministerial/cabinet government material where relevant and so long as does not take over the answer.