



General Certificate of Education

Government and Politics
5151/6151

GOV3 **Features of a Representative**
Democracy

Mark Scheme

2007 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.

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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.

AS GOVERNMENT AND POLITICS (GOV1, GOV2 and 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 and 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 *select committee* used in the extract. (8 marks)

AO1

At minimum recognition as important type of parliamentary committee. For medium range marks examples, eg House of Commons Education and Skills Select Committee and for higher marks explanation of functions, (eg monitoring policy and administrative work of main government departments) and/or composition and/or powers. Other reasonable interpretations should be accepted where appropriate.

AO2

Relevant analysis, eg contrast with Standing Committees, impact (or lack of it) on Government/Parliament power relationship.

Note: From session 2007 – 08 Standing Committees have been known as General Committees. Those mainly concerned with legislation are known as Public Bill Committees. Accept any of these terms.

(b) 'The main threat to the policies of any government comes from its own backbenchers in the House of Commons.' Discuss. (22 marks)

AO1

From extract possibility of backbench rebellion on some key issues and patronage as instrument of government discipline but also considerable scope for use of own knowledge both in supporting the contention, (eg evidence of other backbench rebellions, government defeats) and challenging it, (eg power of whips, influence of party loyalty). Reward, where appropriate, knowledge of other instruments of executive control of Parliament, (eg control of timetable, guillotine, majorities on committees).

AO2

Analysis should include discussion of other threats (Opposition, Lords) and for higher marks should address 'main' (rarity of defeats on issues of confidence, but also consequences of such defeats). Reward also use of relevant concepts, (eg executive dominance, elected dictatorship) and analysis which places the discussion within other variables, (eg size of majority, proximity of next election, political standing of government and Prime Minister).

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

- (a) Explain the phrase *threat to the sovereignty of the Westminster Parliament* used in the extract. (8 marks)

AO1

'Sovereignty' accept unlimited/supreme power of Westminster Parliament and for 'threat' recognition that EU Law is dominant in fields stated in relevant treaties. For full marks must cover both 'sovereignty' and 'threat'.

AO2

Some relevant analysis (eg Westminster could theoretically revoke treaties/withdraw UK from EU; sovereignty of Westminster is largely theoretical so EU represents limited threat anyway).

- (b) Assess the relative power of the main political institutions of the European Union. (22 marks)

AO1

From extract 'split executive' and limited but increasing powers of European Parliament. From own knowledge relevant information about powers of main EU institutions, (ie Council of Ministers, Commission, Parliament). Accept EU Court of Justice, but full marks possible without this. Reward relevant detail about composition and powers, (eg co-decision procedure).

AO2

Reward analysis of main power relationships. Possible to argue that some power lies with Council of Ministers (final law making body); Commission (initiates most EU legislation and implements); EU Parliament (democratic legitimacy). Possible also to argue that power varies according to function (eg Council of Ministers with legislation; EU Parliament with removing Commission; Commission with European, rather than national, considerations, budget), or according to particular issues and alliances. Accept also relevant analysis of relative powers of Westminster Parliament/UK government with EU institutions (eg veto, qualified majority); and of 'political' power of national electorates (eg constitutional referenda). Also reward relevant use of concepts (eg supranational). Question is about *political* power, so reward answers which particularly focus on this rather than related matters (eg constitutional authority).

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

(a) Explain the term <i>bilateral ministerial meetings</i> used in the extract. (8 marks)

AO1

Accept meetings between prime minister and departmental minister or similar. For higher marks additional relevant information (eg increasingly used for decision making by prime ministers).

AO2

Reward relevant analysis (eg reflects power of Prime Minister, undermines Cabinet government; issues of accountability).

(b) 'Neither "prime ministerial government" nor "Cabinet government" accurately describes the distribution of power with the cabinet system.' Discuss. (22 marks)

AO1

From extract power within Cabinet system varies from one PM to another and some observers now develop analysis within wider networks of power and authority. From own knowledge information demonstrating factors underlying both Prime Ministerial (eg PM appoints Cabinet, determines agenda, use of bilaterals/Cabinet Committees/Kitchen cabinet, developing PM's office, etc) and Cabinet government (influence of key Cabinet ministers, threats of resignation, weekly meetings, limited time/expertise of PM, etc); and of alternative sources of influence and power (eg civil service, departmental rivalry, party and parliamentary influences, policy communities and networks, etc). Reward relevant policy etc examples.

AO2

Accept analyses of Prime Ministerial and Cabinet Government models but for higher marks must weigh these against alternative models/analyses of power and influence. Possible to argue that any of these analyses, or none, is (most) valid, or that variables such as issue, circumstances, personalities, political salience of key actors are often decisive. Reward also other relevant analyses (eg developments over time, similarities/contrast with presidential systems) and concepts (eg core executive; power, influence, authority, presidential).

4

Total for this question: 30 marks

(a) Briefly explain the term <i>government</i> used in the passage. (8 marks)
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AO1

Accept ministers, executive or similar. Also accept Cabinet (and where relevant civil service) but for higher mark must go beyond this.

AO2

Some relevant analysis, eg analysis of power within government, distinction between government/cabinet, parliament).

Note: Explanations of government as a 'process' are technically accurate and should be accepted on their merits.

(b) 'Permanent unelected "politicians".' Discuss this view of the modern British Civil Service. (22 marks)

AO1

At minimum knowledge and understanding of concepts of permanence and neutrality in the context of the civil service (eg traditionally career civil service; civil servants serve ministers/governments from all parties) and contrast with elected politicians (who are neither permanent nor politically neutral). For higher marks additional relevant information including information about role and influence of civil servants and ministers in the policy process; alleged 'politicisation' of civil service; alternative sources of policy advice (eg special advisers, task forces). Reward relevant examples of both ministerial (eg Brown and pensions) and civil service (eg technical policy details, leaks) influence over policy.

AO2

From extract difficulty for ministers of achieving policy goals without support of politically neutral civil service. For level two at minimum basic attempt at analysis of significance of factors mentioned in the extract (eg permanence of civil servants, crucial role in policy advice and influence) in assessing civil service influence. However, for middle range marks significance of other factors should also be addressed (eg civil service expertise, control of information) and aspects of ministerial influence (eg ministers' ultimate authority and party/parliamentary support) also examined. For higher levels, particularly, reward discussion of changing roles of civil servants (eg arguably more politicised since Thatcher) and of alternative sources of – less neutral? – ministerial advice (eg task forces/special advisers). Possible to argue that either civil service or ministers essentially dominate the process, that influence is shared, or that it fluctuates according to personalities, issues, political circumstances etc. 'Permanent' is a discriminator and should be rewarded where appropriate for highest marks (eg significance of permanence of civil service compared with transient nature of ministers; permanence of civil service arguably declining; some ministers – eg Brown as Chancellor – serve for long periods). 'Politicians' and 'Unelected' are also discriminators so reward answers that discuss political and democratic implications of civil service influence, although highest marks possible without this. At all levels, reward reference to analytical models of civil service/ministerial relationships and relevant policy examples.