Mark Scheme (Results) January 2010

GCE

GCE Government & Politics (6GP03)
Paper 3A UK Political Issues

A PEARSON COMPANY

General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.

- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.

- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.

- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.

- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.

- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.

- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.

- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

No. 1	Explain the strategies adopted by governments since 1997 to reduce unemployment.

Indicative content (this is not an exhaustive account of relevant points)

dates should demonstrate an awareness that the following initiatives, each of which requires a brief explanation, have been introduced since 1997:

- The New Deal, aimed specifically at the long-term unemployed
- Working families tax credits to ensure that people returning to work will not suffer a loss of income
- Reforms of the eligibility criteria for the Disability Living Allowance to ensure that it is not being used as an alternative form of long-term unemployment benefit
- The national chidcare strategy to ease the return of mothers into the workforce

AO1	Knowledge and understanding
Level 3 (4-5 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (2-3 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-1 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills	5

The skills that are relevant to this questions are:

- Ability to identify policies to address unemployment
- Ability to explain, in outline, the thinking that underpinned each policy

Level 3 (5-7 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 2 (3-4 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 1 (0-2 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
AO3	**Communication and coherence**
Level 3 (3 mark)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (2 mark)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-1 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 2	How has the UK government attempted to meet its targets under the Kyoto Protocol on climate change, and how successful has it been?

Indicative content (this is not an exhaustive account of relevant points)

rategies adopted by the government to meet its climate change targets have included:
- Initially, integrating environmental policy through the establishing of a 'super-ministry', the DETR (demerged in 2001).
- A requirement (inherited from the Conservative government) that all ministries report on their environmental performance.
- Establishing the House of Commons Environmental Audit Committee to hold the government to account
- Using tax as an instrument to punish/discourage emissions and to encourage/reward environmental responsibility

K met its Kyoto target on greenhouse gasses (although not CO_2) until 2002, with increases thereafter. There is some debate, however, as to whether the government deserves credit for meeting the targets:
- The 'dash for gas' by the privatised power firms, abandoning polluting coal, is widely credited with helping the UK meet its Kyoto targets
- Also, increases in the world price of oil has contributed to reductions of car usage
- Many of the most significant regulations governing greenhouse gasses have been generated and monitored by the EU

AO1	Knowledge and understanding
Level 3 (4-5 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (2-3 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-1 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills	7

The skills that are relevant to this questions are:

- Ability to analyse and the policies designed to help ensure that the UK meets its Kyoto targets
- Ability to analyse the arguments that the government's policies are/are not the main reasons for the UK's relatively good performance

Level 3 (5-7 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 2 (3-4 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 1 (0-2 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
AO3	**Communication and coherence**
Level 3 (3 mark)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (2 mark)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-1 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 3	How, and to what extent, has the Conservative Party's approach to law and order changed in recent years?

Indicative content (this is not an exhaustive account of relevant points)

Candidates should demonstrate an awareness that some of the themes of Conservative policy on law and order have remained largely unchanged, including:

- Strengthening police powers, especially in terms of stop and search
- The commitment to make "punishment fit the crime" that suggests more offenders going to prison and longer sentences
- The commitment to build sufficient prison places to keep as many people locked up for as long as necessary

ver, there have also been new themes in Conservative policy in this area, similar to those traditionally associated with the political left, including:

- Addressing the causes of crime, by putting justice policy in the context of strengthening communities and families – such as improving schools and skills
- Monitoring the use of police surveillance to ensure that civil liberties are not infringed
- Increasing local accountability of the police through direct election of senior officers

AO1	Knowledge and understanding
Level 3 (4-5 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (2-3 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-1 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills	9

The skills that are relevant to this questions are:

- Ability to explain traditional themes of Conservative policy on law and order
- Ability to explain new Conservative themes on law and order

Level 3 (5-7 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 2 (3-4 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 1 (0-2 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences

AO3	Communication and coherence
Level 3 (3 mark)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (2 mark)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-1 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 4	How and why has the NHS introduced rationing into health care provision?

Indicative content (this is not an exhaustive account of relevant points)	

Candidates should demonstrate an awareness that the nature of rationing over time, including:
- Waiting lists for hospital beds and operations when hospitals have lacked necessary resources
- More recently, debate has centred on the provision of discretionary medical procedures, such as IVF
- Most recently, debate has centred on a new generation of extremely expensive prescription drugs and if/how they should be funded

AO1	Knowledge and understanding
Level 3 (4-5 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (2-3 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-1 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills

The skills that are relevant to this questions are:

- Ability to explain the ways in which healthcare has been rationed
- Ability to analyse the significance of the rationing

Level 3 (5-7 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 2 (3-4 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences

Level 1 (0-2 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
AO3	**Communication and coherence**
Level 3 (3 mark)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (2 mark)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-1 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 5	Explain the arguments for and against airport expansion in the UK.

Indicative content (this is not an exhaustive account of relevant points)

dates are expected to consider a range of arguments, mainly environmental, against airport expansion including:

- Emissions from aircraft, while a small percentage of overall emissions, are rising rapidly and are more damaging because they are emitted high in the atmosphere
- Many flights, especially short-haul, are unnecessary and can easily be replaced by other types of journey including high speed rail
- Airport expansion blights the lives of many communities that are affected by additional flights and new flight paths and destroys whole communities that have to be relocated

dates are also expected to consider a range of arguments, mainly economic, in favour of airport expansion including:

- The damage to the tourist industry, with the consequent loss of jobs, if the number of flights is restricted
- The cost of building alternative transport provision, such as high-speed rail, is prohibitive
- There will not be fewer fights, just the diversion of flights from the UK to competitor airports on the near continent such as Paris and Amsterdam

AO1	Knowledge and understanding
Level 3 (4-5 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (2-3 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-1 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills	13

The skills that are relevant to this questions are:

- Ability to analyse and explain the arguments against expansion
- Ability to analyse and explain arguments in favour of expansion

Level 3 (5-7 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 2 (3-4 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 1 (0-2 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences

AO3	Communication and coherence
Level 3 (3 mark)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (2 mark)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-1 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 6	Introduction of target-setting in health and education has failed to improve standards.' Discuss.

Indicative content (this is not an exhaustive account of relevant points)

Candidates should demonstrate an awareness that all governments for the past three decades have supported target-setting in key public services for a range of reasons, including:
- They provide a means of assessing whether value for money is being provided by the services
- They can be used to hold service-providers to account and to promote best practice
- They provide information to the users of the services that enables them to make choices about which service-providers to use

Candidates should also demonstrate an awareness that target setting has been criticised, mainly by the people delivering the services, for a range of reasons, including:
- Targets can only measure tangible outcomes, such as exam results, but cannot measure crucial intangibles such as the quality of classroom experiences
- Target-setting distorts priorities, encouraging institutions to neglect/deter those who will damage their statistics (eg it makes most sense, for the purposes of targets, to treat patients who are likely to make a full recovery)
- Target setting generates bureaucracy and elevates bureaucrats at the expense of front-line services and teachers/nurses/doctors

AO1	Knowledge and understanding
Level 3 (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills	15
	The skills that are relevant to this questions are: • Ability to analyse and explain viewpoints that seek to justify the sentiment in the quotation • Ability to analyse and explain viewpoints that seek to justify the sentiment in the quotation • Ability to evaluate the strengths and weaknesses of the arguments	
Level 3 (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences	
Level 2 (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences	
Level 1 (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences	

AO2	Synoptic skills
Level 3 (9-12 marks)	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
Level 1 (0-4 marks)	Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions

AO3	Communication and coherence
Level 3 (7-9 marks)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 7	hat extent have government policies since 1997 contributed to the recent economic recession?

Indicative content (this is not an exhaustive account of relevant points)

dates should demonstrate an awareness that there are a range of views on this question, often closely aligned with the official positions of the main political parties, including:

- The arguments being advanced by the Conservatives that the world recession has had a particularly severe impact on the UK because of profligacy during the boom years
- The arguments being advanced by the government that the recession was 'made in America' and that the UK led the way in stimulating the economy to address the downturn
- The Vince Cable critique that a stimulus was needed but that it took forms, such as the reduction of VAT, that have been ineffective.

AO1	Knowledge and understanding
Level 3 (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills
The skills that are relevant to this questions are: • Ability to analyse and explain the contrasting political viewpoints on the economic recession • Ability to evaluate the strengths and weaknesses of each argument	
Level 3 (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 2 (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 1 (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
AO2	Synoptic skills
Level 3 (9-12 marks)	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
Level 1 (0-4 marks)	Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions

AO3	Communication and coherence	
Level 3 (7-9 marks)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary	
Level 2 (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary	
Level 1 (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary	

No. 8	ernment policies since 1997 have been very successful in reducing crime.' Discuss.

Indicative content (this is not an exhaustive account of relevant points)

Candidates should demonstrate an understanding of that there are at least three viewpoints on the extent to which crime has been reduced and the extent to which the government can take credit:

- One viewpoint is that crime has fallen over the past two decades, but that this is not primarily due to government initiatives but to other factors such as improved security of cars and homes (industry and families taking the credit) and to demographic trends with fewer young men aged 15-25 who are responsible for committing the majority of crimes
- Another viewpoint is that government initiatives have had a substantial effect, particularly the substantially increased resources for police forces and the vast expansion of the use of CCTV.
- A third view is that there has been no reduction of crime, with crime statistics being used to obscure the fact that the UK has become more dangerous and its people progressively more insecure

AO1	Knowledge and understanding
Level 3 (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills
The skills that are relevant to this questions are: • Ability to analyse and explain the range of views on the level and nature of crime in the UK, including who is given responsibility for developments • Ability to evaluate the viewpoints and which is most convincing	
Level 3 (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 2 (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 1 (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
AO2	**Synoptic skills**
Level 3 (9-12 marks)	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
Level 1 (0-4 marks)	Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions

AO3	Communication and coherence	22
Level 3 (7-9 marks)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary	
Level 2 (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary	
Level 1 (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary	