



ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark scheme January 2004

GCE

Government and Politics

Unit GOV7

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CRITERIA FOR MARKING

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 principals 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.

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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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)</p> <p>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>

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 to 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>		

	Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
	AO1	AO2	AO3
	<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 to limited attempt to address the requirements of the question and provides little to partial and 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 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>

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 answer 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>

	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 answer makes a limited attempt at addressing 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>

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 answer 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 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 of concepts are 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>

	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 answer makes a limited attempt at addressing the question and demonstrates contextual awareness covering part of the question.</p> <p>The answer includes a partial and 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) 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. 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 is 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>

1**Total for this question: 40 marks**

(a) Using the extract explain what is meant by *populist values*.

(8 marks)

‘Values’ which appear to identify with and reflect ‘the will of the people’ rather than the values of dominant elites or the ‘chattering classes’. In the extract such values are deemed to include tax cuts, opposing the euro and reforming laws relating to political asylum.

(b) Using the extract and your own knowledge, explain what is meant by One Nation Conservatism.

(12 marks)

Originally Disraeli’s mid-nineteenth century aim of uniting the interests of both the wealthy and underprivileged by using the Conservative Party to bring together both the rich and poor, championing common beliefs and values – essentially patriotism and a common national heritage. The wealthy to be responsible for improving the position of the less well-off – paternalism. In the twentieth century accepting Beveridge’s welfare state pronouncements and Keynesian macro-economic management. Awareness of the roles played by leading Conservative politicians such as Butler and MacMillan. Appreciation of a “social reformist” agenda and “social inclusivity”.

(c) To what extent does contemporary Conservatism lack direction and a clear set of values and principles?

(20 marks)

To **what extent** is the key question. Can be argued/debated. Thatcherism and the New Right agenda did appear to possess a clear sense of purpose and direction based on clear values and principles. Yet for much of the post-war period conservatism was largely associated with pragmatism, paternalism and the post-war consensus (up to 1975). But since the Conservative Party’s electoral defeat in 1997 many have argued that conservatism appears confused regarding its core values and ‘raison d’être’.

Candidates are likely to reveal an awareness and appreciation of the lack of coherence and direction evident in statements, policies and intentions made and revealed in the ensuing period. 1997 saw “Compassionate Conservatism” emphasising ‘inclusivity’ and ‘concern’, 1998 gave us the assertion that “Thatcherism is dead” and the desire on the part of some members to change the party’s name to the “Modern Conservatives”. The 1999 “Common Sense Revolution” appeared to move the party back to the Right. In 2000 there were the Portillo/Social Libertarian v Widdecombe/Social Authoritarian clashes over political philosophy, programmes and purpose. Stephen Norris’s assertion that by 2001 the party and (sic) modern conservatism had become “nasty, exclusive, angry and backward looking”. Allegations that early 21st century conservatism was too readily associated with racism, homophobia and sexism.

Under Iain Douglas Smith conservatism continues to lack clarity and coherence. A right wing leader who appreciated the need for inclusivity and social responsibility. Purge of the Monday Club. Support for public services, particularly health and education. Former Thatcherites such as David Willetts now proclaim that “there is such a thing as society”.

The strength of the answer will depend on the use of examples and evidence to support or refute the proposition.

2

“Green Ideology rejects the traditional values of democratic socialism, conservatism and liberalism.”
Discuss. (40 marks)

Key instruction – Assess/evaluate the claim so as to arrive at a logical conclusion based on clear knowledge/subject appreciation. Candidates need to reveal an awareness of the traditional values associated with each of the three “isms”.

Democratic Socialism emphasises a commitment to collective action in a planned economy characterised by social ownership and a desire to achieve year on year growth. The expanding economic base will provide the revenues which can be redistributed to the people in the quest for social and economic equality to be achieved albeit through democratic means. In contrast the conservative philosophy champions private ownership, although here again there is a commitment to economic growth. Politically, conservatism is suspicious of rapid change and champions social elites as the key and best leaders and decision makers. The family and nation are deemed to be the key social and political institutions. Liberalism is characterised by a belief in a market-driven economic system as a base for individual action and personal development. Equality of opportunity is at the heart of this philosophy and tolerance one of its key values. Again there is a commitment to economic growth.

When comparing Green ideology with these isms, candidates would be expected to recognise similarities and differences so as to arrive at a reasoned conclusion. It is important that answers reveal an awareness of Green antipathy towards economic growth and the desire to achieve a steady state economy based on renewable energy and a move away from consumer-driven consumption. The liberal orthodoxy of free trade is replaced with autarky/national self sufficiency.

Politically, Greens desire to move away from centralised nation states and to relocate decision making to eco-aware supra national bodies and local bio-communities. There is a desire to achieve communities based on more spiritual and less materialistic lifestyles. Problem solving is approached from an holistic perspective which emphasises ecocentricism rather than anthropocentricism.

The strength of the answer will depend on the candidate’s ability to ascertain the extent to which Green ideology rejects/supports the key beliefs and values associated with the traditional, mainstream ideologies, and on the ability to distinguish between “Light Green” and radical “Dark Green” variants of environmentalism.

3

“A combination of Old Labour and Thatcherite values.” Discuss this view of Labour’s Third Way.
(40 marks)

Task – Assessing whether the “Third Way” is indeed a combination of Old Labour and Thatcherite values or instead a new approach to politics in its own right.

In evaluating the validity (or otherwise) of the proposition, candidates would need to describe the key features of the “Third Way” with its overall aim of achieving economic efficiency and social justice. These ought to include an ethical approach to foreign policy, which acknowledges how globalisation has reduced the ability of governments to control events or manage national economies. In the area of welfare, “The New Deal” programme is intended to equip and skill the unemployed to find work, recognising that universal benefits need to be replaced by targeted benefits to the least well-off – “handups not handouts”.

Equality as a goal, but equality of opportunity and not outcome. Trade unions to perform only a limited role within New Labour’s organisational framework. “There *is* such a thing as society” – The “Third Way” is strong on communitarianism, civic responsibility and inclusion, but at the same time emphasises the need to be “Tough on Crime/tough on the causes of crime”. Racial discrimination and institutional racism will not be tolerated – neither will anti-social behaviour and parental irresponsibility. In economics a mixed economy is the desired state, allowing competition and further privatisation, where appropriate (New Clause IV), albeit within a stricter regulatory framework. Radical constitutional reform (Devolution, House of Lords, Elected Mayors, Proportional Representation) is also central to the “Third Way”.

Clearly some of these policies are indebted to Old Labour’s democratic socialist values, whilst others are certainly indebted to Thatcherism’s neo-liberalism. For the likes of Giddens and others, the “Third Way” is more than a synthesis of the two – it actually represents a new approach to politics.

To arrive at a reasoned and logical conclusion candidates will need to present this information in a coherent manner recognising parallels and original approaches.

4

To what extent are the ideas of liberalism evident in British politics?

(40 marks)

Here it is up to candidates to present arguments and to make a case for/against the extent to which the contemporary policy is influenced by liberal thinking.

Candidates are likely to make the point that the Liberal Party itself (and its modern variant The Liberal Democratic Party) has not been influential in British party politics since the early twentieth century. Yet they are also likely to claim that liberalism as a political philosophy has remained influential, particularly in the post-war period, and that it can be seen in the actions, policies and pronouncements of the two leading parties, the Conservative and Labour Parties, in this period. Answers are likely to discuss the impact of New/Progressive Liberalism on politics between 1945 and the mid 1970s. They will also refer to the impact made by old/classical Liberal thinking on Thatcherism and the New Right agenda. Liberal influences can also be recognised in the “Third Way”, particularly with regard to equality of opportunity and market economics. Elements of liberal thinking are also evident in pronouncements made by the social libertarians in the contemporary Conservative Party.

In recognising the above, candidates ought to be able to present arguments and develop a case to show how liberalism has indeed become the dominant ideology in the contemporary political scene at the expense of Socialism and Orthodox Conservatism. They will also be required to show the extent to which this is the case.