GCE 2005
January Series

AQA
ASSESSMENT and
QUALIFICATIONS
ALLIANCE

Mark Scheme

Government and Politics (GOV3)

AS Unit 3: Features of a Representative Democracy

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**
	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). Where appropriate, the candidate is able to illustrate his/her answer with relevant evidence/example(s).	**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.	**Levels 3 – 4 (2 marks)** The candidate communicates clearly and effectively using appropriate political vocabulary.
	Levels 1 – 2 (1 – 2 marks) The candidate demonstrates slight or basic knowledge and understanding of political data, concept(s) or term(s). The candidate may illustrate his/her answer with evidence/example(s) of limited relevance.	**Levels 1 – 2 (1 mark)** The candidate provides a superficial or partial analysis of political data, concept(s) or term(s).	**Levels 1 – 2 (1 mark)** The candidate communicates with limited clarity and effectiveness using a limited political vocabulary.

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**
	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. The candidate's answer includes relevant evidence and/or examples to substantiate and illustrate points made.	**Level 4** **(7 marks)** The candidate evaluates political institutions, processes and behaviour, applying appropriate concepts and theories. 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.	**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.
	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. The answer provides evidence backed up by clear examples to illustrate points made.	**Level 3** **(5 – 6 marks)** The candidate evaluates political institutions, processes and behaviour, applying some concepts or theories. 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.	**Level 3** **(3 marks)** The candidate communicates arguments and explanations using some political vocabulary. A conclusion is linked to the preceding discussion.

GENERIC MARK SCHEME for part (b) questions - continued

	Knowledge and Understanding: Recall, Select & Deploy	**Skills: Analysis & Evaluation**	**Communication**
	AO1	**AO2**	**AO3**
	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 at addressing the requirements of the question. The candidate may demonstrate contextual awareness covering part of the question, and may produce limited evidence and/or few examples.	**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. The candidate shows some awareness of differing viewpoints. There is recognition of basic parallels or simplistic comparisons.	**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.
	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. 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.	**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.	**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.

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

(a)   Explain the term *legislation* used in the extract.   *(8 marks)*

Accept 'process of making laws' or laws collectively or similar. For higher marks, some relevant additional information (e.g. key function of Parliament(s); legislation affecting UK citizens made by Parliament/Scottish Parliament/Council of Ministers etc; stages of legislative process; distinction between primary and secondary legislation; distinction between legislation and conventions or other forms of law; distinction between government legislation and Private Member's legislation etc).

(b)   Compare and contrast the roles of the European Commission and the Council of Ministers in the policy-making process.   *(22 marks)*

From the extract, Commission initiates much European legislation; Council of Ministers has final say. From their own knowledge, other relevant information about Commission and Council of Ministers (e.g. composition; other roles, etc). For good marks there must be emphasis on compare (e.g. both have some role in legislation) and contrast (e.g. members of Council of Ministers represent own governments/states; Commission has 'European' focus/perspective). Question is about policy-making process so reward focus on this (e.g. voting procedures in Council of Ministers; relationship of Council of Ministers and Commission to other EU institutions, notably European Parliament and Westminster). Analysis might also develop wider issues (e.g. democratic deficit; tendency for Executives to dominate legislative processes).

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

(a)   Explain the term *sovereignty of Parliament* used in the extract.   *(8 marks)*

Accept Parliament as legislatively unrestricted/formal centre of legislative power/political supremacy, etc. For higher marks, some additional information (e.g. Europe and Devolution has created other legislative bodies; Parliament not restricted by written constitution, etc) and/or analysis (e.g. contrast between formal parliamentary sovereignty and the realities of political power (sovereignty?) which arguably lie with the people/executive; distinction between parliamentary sovereignty and national sovereignty; theoretical (but politically unrealistic) powers of Parliament to revoke powers granted to Europe/devolved assemblies).

(b)   How accurate is the view that the Westminster Parliament is controlled by the Executive?
                                                                                 (22 marks)

From the extract, dominance of executive, but also considerable scope for use of own knowledge (e.g. concentration of power in Prime Minister and ministerial colleagues; role of whips; party majority and discipline/patronage; backbench rebellions, etc). 'How accurate' should include, as well as recognition of executive dominance, contrary influences (e.g. party, constituency, interest group pressures), as well as analysis of factors affecting executive control (e.g. size of majority, popularity of government, salience of the issue) and means of challenging the Executive (e.g. parliamentary questions, select committees, opposition, etc). Reward examples (e.g. Iraq). Question is about Parliament, so accept and reward relevant information and analysis of executive dominance over the House of Lords.

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

(a)   Explain the term *redress of grievances* used in the extract.   *(8 marks)*

Accept accurate explanations emphasising investigation and remedying of citizen's complaints. For middle band marks additional information from the extract (e.g. traditional role of MPs/councillors, Ombudsman) and for higher bands from own knowledge (e.g. ministerial responsibility and other redress mechanisms such as tribunals, courts).

(b)   "Ineffective and toothless."   Discuss this view of the Parliamentary Commissioner for Administration (Ombudsman).   *(22 marks)*

Knowledge and understanding is required of the role, powers, and effectiveness of the Parliamentary Commissioner for Administration (Ombudsman).   Analysis of 'ineffective' should focus on weaknesses (e.g. restriction to cases involving maladministration and injustice, limited public awareness, complaints must be referred by MPs, small number of cases generated) and strengths (independence, investigative powers). 'Toothless' is a discriminator and should focus on lack of direct remedial powers balanced by usual tendency of departments to act on recommendations. Reward relevant discussion of related theoretical issues (e.g. whether it weakens/strengthens role of MPs and links with Ministerial Responsibility). Question is about PCA, but accurate information about other Ombudsman (and other redress mechanisms) should be accepted where relevant. Reward examples of maladministration etc uncovered/remedied by Ombudsman.

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

(a)   Explain the term *politically neutral* in the context of the civil service.   *(8 marks)*

Accept civil servants must serve ministers/governments from all parties or similar. For higher marks, additional relevant information, (e.g. link with permanence and anonymity, controversy re special advisers and alleged politicisation, comparisons with local government officers, contrast with US spoils system, etc).

(b)   How accurate is the claim that "the Prime Minister, although under personal and political constraints, largely controls the Cabinet"?   *(22 marks)*

Accept **relevant** information about PM's powers to control Cabinet (e.g. appoints members, controls agenda, chairs committees, determines committee structure, role of Cabinet Office) and personal and political constraints (e.g. personality, size of majority, phase in electoral cycle, popularity in polls/country, limitations on choice of Cabinet etc) regarding prime ministerial control of the Cabinet. Better candidates may identify other constraints upon the PM, especially constraints imposed by the Cabinet and/or Cabinet colleagues. Possible to argue in support of or against the contention, or to suggest that prime ministerial control varies with issues/circumstances, or that some PMs have had more control than others. 'Largely' offers a discriminator. Reward appropriate examples and relevant supporting information (e.g. growth of Prime Minister's Office and Cabinet Office). For higher marks, however, there should be a firm focus on the question. 'Prime ministerial government'-type answers should be marked on their merits, but for higher marks there should be a firm focus on control of the Cabinet and on personal/political limitations and, in general, a good focus on constraints as well as power. Also reward appropriate use of concepts such as prime ministerial government, cabinet government, and presidential government.