



**General Certificate of Education**

**Government and Politics  
5151/6151**

**GOV3      Features of Representative  
Democracy**

**Mark Scheme**

*2007 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.

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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.

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

	<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
	<p><b>Levels 3–4 (3–4 marks)</b> 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><b>Levels 3–4 (2 marks)</b> The candidate provides an appropriate analysis of political data, concept(s) or term(s) showing an awareness of differing viewpoints where appropriate.</p>	<p><b>Levels 3–4 (2 marks)</b> The candidate communicates clearly and effectively using appropriate political vocabulary.</p>
	<p><b>Levels 1–2 (1–2 marks)</b> 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><b>Levels 1–2 (1 mark)</b> The candidate provides a superficial or partial analysis of political data, concept(s) or term(s).</p>	<p><b>Levels 1–2 (1 mark)</b> 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)**

	<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
	<p><b>Level 4 (10–11 marks)</b> 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><b>Level 4 (7 marks)</b> 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><b>Level 4 (4 marks)</b> 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><b>Level 3 (7–9 marks)</b> 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><b>Level 3 (5–6 marks)</b> 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><b>Level 3 (3 marks)</b> 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)**

	<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
	<p><b>Level 2 (4–6 marks)</b> 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><b>Level 2 (3–4 marks)</b> 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><b>Level 2 (2 marks)</b> 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><b>Level 1 (1–3 marks)</b> 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><b>Level 1 (1–2 marks)</b> 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><b>Level 1 (1 mark)</b> 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>

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1

**Total for this question: 30 marks**

- (a) Briefly explain the differences between the terms *MEP* and *MP* used in the extract.  
(8 marks)

Accept MP in House of Commons (Westminster Parliament), MEP as Member of European Parliament, but for higher marks expect some additional information, eg other differences (system of election, terms of office) or similarities (eg representative role, sit in party groups).

- (b) 'The European Commission is too dominant in the European policy-making process.'  
Discuss.  
(22 marks)

AO1. Demonstration of knowledge and understanding of powers of European Commission, eg initiates legislation and regulations, drafts budget, administers laws and policies. For higher marks expect additional relevant information, eg composition, appointment, European perspective of Commissioners, directorates etc.

AO2. Evaluation of powers etc of Commission. '*Too dominant*' is a discriminator and should be addressed specifically for higher marks. Possible to discuss 'too dominant' relative to Council of Ministers and European Parliament, and or 'too dominant' because not elected/insufficiently accountable/ undemocratic/ bureaucratic etc. Accept discussion of 'too dominant' relative to member states but highest marks possible without this. Also reward specific focus on policy making process (eg co-decision, consultation or co-operation); analysis of changes over time; appropriate use of concepts (eg democratic deficit, co-decision, supra-national) and parallels (eg with executive dominance at Westminster).

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

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|---|
| (a) Explain the term <i>constituency representation</i> used in the extract. <span style="float: right;">(8 marks)</span> |
|---|

For '*constituency*' accept unit for parliamentary representation etc and for '*representation*' each MP in House of Commons/defends constituency/constituents' interests or similar. For higher marks expect extra information, eg examples of a constituency/MP; single member constituencies for House of Commons etc; or analysis (eg contrast with ward/councillors/MEPs/multi-member constituencies etc, differences between representative/delegate).

- |   |
|---|
| (b) Discuss the extent to which party domination hinders the House of Commons in performing its main functions. <span style="float: right;">(22 marks)</span> |
|---|

AO1. Knowledge and understanding of reasons for (eg electoral system), manifestations (eg government majority), and machinery (whips, patronage etc) of party domination. Also knowledge and understanding of exceptions to party domination (eg free votes); and understanding of main function of House of Commons.

AO2. Analysis of impact of party domination on main functions of House of Commons (eg majority party supplies and supports government; whips orchestrate partisan battle; opposition parties challenge/scrutinize government etc). '*Extent*' is a discriminator. Possible to argue that party domination is normal pattern, varies with size of majority or issue (eg Iraq, Europe); affects some functions (eg supporting the government) more than others (eg constituency representation). '*Hinders*' should be addressed specifically for highest marks. Possible to argue that party domination does hinder (eg prevents effective scrutiny) and/or that it does not (eg party domination ensures coherence of government policy/strengthens opposition). Question is about House of Commons but reward contrast with House of Lords. Reward also relevant use of concepts (eg elective dictatorship, executive dominance). Comparative material, where relevant, should be rewarded but is not required.



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**3**

**Total for this question: 30 marks**

(a) Explain the term *special advisers* used in the extract.

(8 marks)

Accept temporary civil servants; partisan advisers or similar. For higher marks expect additional information (eg examples; roles; contrast with permanent civil servants) or analysis (eg whether challenges or protects neutrality of civil servants; implications for accountability and democratic government).

(b) 'Ministers, rather than civil servants, determine the policies of their departments.' Discuss.

(22 marks)

AO1. From extract constitutional doctrine is that ministers make policy and civil servants implement. From own knowledge policy examples and other models of minister/civil service relationships.

AO2. Analysis of resources of ministers (eg political authority) and civil servants – (permanence, expertise, numbers, time etc) and of relevance of analytical models. Possible to argue that civil service advantages enable them to effectively make policy; that ministers always have power to affect policy outcomes if they wish, or that variables such as personality, experience of minister, salience of issue concerned dictate who will determine outcome. Special advisers are mentioned in the extract so reward relevant, accurate discussion/analysis of their impact. 'Policies' is a discriminator and should be addressed for higher level marks. Reward relevant use of concepts (eg ministerial responsibility, accountability, bureaucracy).

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

(a) Explain the term *Cabinet Office* used in the extract.

(8 marks)

Brief explanation of role of Cabinet Office (eg provides secretarial services for Cabinet; co-ordinates work of Cabinet). For higher marks expect additional information (eg Cabinet Secretary is Head of Home Civil Service; Cabinet Office also services Cabinet Committees); or analysis (eg works under direction of PM so strengthens PM; serves Cabinet collectively so strengthens Cabinet). Relatively recent developments (eg growing link with Prime Minister's Office; now houses some cross-cutting units) should be rewarded but not necessary for highest marks.

(b) Discuss the view that the Cabinet, in modern times, has no significant influence on decision making within government.

(22 marks)

AO1. From extract and own knowledge, role of the Cabinet and other salient actors in government decision-making such as Cabinet committees, Cabinet Office, government departments, bilaterals, ministers etc. Prime Minister is also relevant but for highest marks should not be discussed in isolation of other actors.

AO2. Analysis should focus around the role of the Cabinet in '*decision making*'. Possible to argue that constraints of time, expertise etc means most decisions are now made elsewhere or that on key issues Cabinet still has influence and authority. Accept relevant analysis of Prime Minister/Cabinet relationship but for highest marks analysis should also include other actors/fora especially of other parts of the Cabinet system. '*In modern times*' is a discriminator and should prompt discussion of shift from more overt system of Cabinet Government and reasons for this (eg increasing volume and complexity of government decision-making). '*No significant*' and '*influence*' are also discriminators and should prompt discussion of whether Cabinet has influence even if its views are not always decisive. Other roles of Cabinet (eg co-ordination) are relevant but primary focus of answer should be '*decision making*'. Reward relevant policy examples and use of concepts (eg Cabinet government; collective government).