



ASSESSMENT and  
QUALIFICATIONS  
ALLIANCE

**General Certificate of Education**

**Government and Politics**  
**5151/6151**

**GOV2**      **Parties and Pressure Groups**

**Mark Scheme**

*2008 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

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)**

	<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 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>

1

**Total for this question: 30 marks**

(a) Explain the term *mass membership* used in the extract.

(8 marks)

Those individual members in parties, generally at constituency level, who pay dues and have rights set out in the party's constitution, such as voting on internal party matters. Mass members might play passive or active roles within the party. Constituency chairmen/women are sometimes seen as important opinion-formers amongst the mass/grassroot members. Conference and its executive committee form the central communication of the mass membership in contrast to the leadership (personal office, parliamentary committee).

(b) 'Despite declining membership, political parties still play important roles in the political system.' Discuss.

(22 marks)

A clue is provided in the stimulus extract that despite the declining fortunes of parties, particularly in terms of membership numbers, a number of important roles are retained such as that mentioned. That might be elaborated into arguing that parties enable representative government to operate by filling numerous legislative and executive posts from local to national level. In other words, parties play a key role in organising government. This is facilitated since parties still play the crucial role of 'articulating and aggregating' interests through preparing citizens as voters and then mobilising them at elections. Parties therefore express those interests within government at all levels by providing the electorate with choice. Some of the electorate still develop a partisan attachment and loyalty towards a particular party, although this is less today than in the recent past. Political parties encourage political participation at a variety of levels. The stimulus extract mentions 'competing' institutions such as NSMs, but until recently turnout was in the high 70% and may return there again in the future. Political parties also recruit and train present and future leaders who will occupy high political office. Prime ministers have been recruited through parties at local level as well as through local constituencies and Westminster. Candidates will evaluate all or some of these roles, with stronger responses noting that contemporary parties differ from old mass parties and play their part differently. Professionals, focus groups, pollsters, etc may be seen as improving the efficiency of parties in playing the roles outlined, or seen as disconnecting parties from the people. The conclusion may be tentative but should relate to evidence and argument provided.



2

**Total for this question: 30 marks**

(a) Explain the term *constituency parties* used in the extract.

(8 marks)

Constituency parties are based in the constituencies which MPs represent: their own as well as rivals' parties. Through constituency parties' organisation, MPs are able to meet or help their constituents. Place of constituency parties in national organisation: links with the parliamentary parties. Constitutional role. Role of constituency parties in selecting candidates and role of party membership in party decision-making; internal party democracy and constraints. Membership: features. Campaigning.

(b) 'The case for the state funding of political parties is now overwhelming.' Discuss.

(22 marks)

Traditionally portrayed, the trade unions were seen as paymasters of the Labour Party and the Conservatives as handmaidens of a generous business community. This was seen by many commentators as an unhealthy, if inevitable, state of affairs. However, public anxiety was to increase beyond this concern to the ever escalating sums spent by the major political parties on elections, which frequently left them nursing large overdrafts, and to the issue of private political donations to the indebted, grateful recipients. Membership fees cover only a small fraction of party resources, leaving large sums to be raised from donors. With some individual donors making large payments to the parties, the results were the scandals referred to in the stimulus extract. Strong responses will be aware of measures taken to limit donations and to make the process of donating more transparent, nevertheless the undeclared loans (referred to in the stimulus) showed the system to be far from robust. Other references could include Neill Committee proposals or the report by Sir Hayden Phillips recommending greater state funding. The strongest responses will be aware that the state already provides some funding or subsidy from the state (Short money for opposition parties) for 'free' PPBs and postal communications. Candidates are invited to consider whether this principle should be extended to funding all party activities. They will consider the impact of state funding on, for example, party traditions or the role of the membership. Some might consider whether or not state funding should be available to minority parties and the possible problems and consequences this might provoke. There should be a conclusion that addresses the set question.

3

**Total for this question: 30 marks**

- (a) Explain the term *insider groups* used in the extract. (8 marks)

Insider groups are consulted on a regular basis by government in contrast to outsider groups, which do not want to become closely involved with government or are unable to gain government recognition. Grant's original typology has been modified and some candidates may refer to high/low profile insider groups, prisoner or threshold groups, etc. Obvious examples include the CBI, NFU, BMA and ACPO.

- (b) 'It is usually government, and not pressure groups, that gains most from pressure-group politics.' Discuss. (22 marks)

The stimulus extract provides a basic structure for a discussion of groups that become captured by government (agency capture) and government departments which become the mouthpieces of pressure groups. Against this may be contrasted groups which fall outside consultation with the government in any shape or form and which may seek to influence public opinion, etc. Examples are probably not so readily available to candidates to illustrate these particular definitions as are available for others, but ASH might be seen as a creature of the Department of Health, whilst at one time the Ministry of Agriculture could be seen as the puppet of the NFU. Candidates will explore the group-government relationship with a view to establishing possible beneficiaries. Do groups have to modify their ideology, aims, demands, etc in order to become acceptable to government? Do groups make big concessions in order for continued insider status? Or, on the other hand, does government sometimes rely on expertise only available from groups and with dependence on groups leading to manipulation by groups? Does government benefit through confronting likely problems earlier on in policy-making, or do groups benefit from grants, early information on government thinking and a chance to influence, etc? There should be a conclusion which addresses the set question.

4

**Total for this question: 30 marks**

- (a) Explain the term *trade union movement* used in the extract. (8 marks)

Some candidates might refer to individual trade unions whilst others might refer to the TUC as a peak organisation. Some might elaborate on trade unions representing the interests of workers, the role of unions in tripartism, the decline of trade union influence during the 1980s following the years of 'beer and sandwiches at Number Ten', whilst others might relate trade union interest to the role of unions within Labour. Very strong responses might explore reasons for the growing European perspective of some unions and their channels of interest within the EU structure.

- (b) 'Westminster and Whitehall are no longer the important access points for pressure groups that they once were.' Discuss. (22 marks)

Candidates have an opportunity to discuss pressure group strategies through either confirming, qualifying or challenging the thrust of the set question quote. Some, for example, might argue that some groups employ a multi-level strategy and seek insider consultation at regional, national and international level. Some groups focus specifically on Westminster and Whitehall (the so-called belt-and-braces approach). At the time of writing, groups concerned with energy might be concerned with access to all levels of decision-making, but especially national and international. Other groups, concerned with agriculture, consumer affairs and the environment might be especially geared to lobby at EU level. On the other hand, it would be appropriate for some groups to lobby at local level only, seeking influence within local government and publicity within the local press. An increasing number of candidates are well informed about local groups and campaigns which do not receive national coverage. Credit should be given where such examples are used appropriately. Candidates are likely to argue that different strategies and access points depend on where power is located for the specific policy-making decisions on which influence is sought. This might involve some groups that once targeted London now lobbying at a devolved level. Strong responses may note that changes in the political environment of pressure groups – such as departmental reorganisation of central government, regionalisation, devolution, EU – will involve groups responding and sometimes reviewing what are now the appropriate access points. Conclusions may be tentative but should be supported by arguments and evidence.