

A-LEVEL

GOVERNMENT AND POLITICS

GOV4B – Political Issues: Ideologies in Action

Mark scheme

June 2014

Version: 1.0 Final

Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts: alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised, they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this Mark scheme are available from aqa.org.uk

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 Section 4.2 of the specification.

The schemes of marking reflect these objectives. The mark scheme which follows is of the levels-of-response type showing that students 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. Students should be given credit for partially complete answers. Where appropriate, students 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 examiners apply the mark 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, examiners are required to familiarise themselves with the general principles of the mark scheme as contained in the Assessment Matrix.

At A2, generally speaking, there is no unambiguously 'right' or 'wrong' answer to the 30-mark questions. Answers will be judged on factors such as quality of the argument, depth of knowledge and understanding, a synoptic grasp of the subject, appropriateness of the examples and internal logic of the discussion. Where students are presented with a proposition to be discussed they may support it, reject it or adopt a balanced position.

There are no limits to the areas of knowledge that students may feel able bring to the discussion. Therefore the specification of requirements outlined in the mark schemes can only be indicative. Students are not expected to include all the material presented in order to access the full range of available marks. At the same time they may successfully include material from their particular studies which is not indicated in the scheme.

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 students' 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 students' 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 student 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 student'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 students know, understand and can do.

A2 GOVERNMENT AND POLITICS
GENERIC MARK SCHEME for questions with a total of 10 marks

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (4 marks) The student demonstrates a comprehensive knowledge and understanding of political concepts, institutions and processes. The student 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>Level 4 (4 marks) The student applies an 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 student communicates clearly and effectively in a sustained and structured manner, using appropriate political vocabulary. There are few, if any, errors of spelling, punctuation and grammar and the response should be legible.</p>
<p>Level 3 (3 marks) The student demonstrates good knowledge and understanding of political concepts, institutions and processes. The student clearly addresses the requirements of the question and provides sound interpretation and contextual awareness. The answer includes good examples to illustrate points made.</p>	<p>Level 3 (3 marks) The student applies a good range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	<p>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 2 (2 marks) The student demonstrates limited knowledge and understanding of political concepts, institutions and processes. The student makes a limited attempt to address the requirements of the question and provides little to partial, but reasonably effective, interpretation. Answers offer limited evidence and few, or inaccurate, examples to illustrate points made.</p>	<p>Level 2 (2 marks) The student applies a limited range of concepts and makes limited use of political theory or ideas in developing an explanation or argument.</p>	<p>Levels 1–2 (1 mark) The student 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.</p>
<p>Level 1 (1 mark) The student demonstrates little knowledge and understanding of political concepts, institutions and processes. The student makes little attempt to address the requirements of the question and provides little interpretation. Answers offer little evidence and few, or inaccurate, examples to illustrate points made.</p>	<p>Level 1 (1 mark) The student applies few concepts and makes little use of political theory or ideas in developing an explanation or argument.</p>	<p>There are frequent errors of spelling, punctuation and grammar and legibility may be a problem. A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit.</p>
<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>

A2 GOVERNMENT AND POLITICS**GENERIC MARK SCHEME for questions with a total of 30 marks**

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (10–12 marks) The student demonstrates a comprehensive knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. A synoptic approach is fully developed, drawing appropriately on knowledge, perspectives and examples from a wide range of studies in government and politics. The answer fully addresses the requirements of the question and demonstrates excellent contextual awareness. 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 (10–12 marks) The student 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. Appropriate parallels and connections are clearly identified, together with well-developed comparisons. A wide range of concepts is used and developed.</p>	<p>Level 4 (6 marks) The student communicates structured and sustained arguments, explanations and conclusions with clarity. Excellent use is made of political vocabulary to construct cogent and coherent arguments and explanations. The response should be legible, with few, if any, errors of spelling, punctuation and grammar. The answer has a clear sense of direction, culminating in a conclusion that flows from the preceding discussion.</p>
<p>Level 3 (7–9 marks) The student demonstrates sound knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. A synoptic approach is well developed, using a range of knowledge, perspectives and examples gained elsewhere in the study of government and politics. The answer clearly addresses the requirements of the question and demonstrates sound contextual awareness. The answer includes developed and effective interpretations or explanations and also clear evidence and good examples to illustrate points made.</p>	<p>Level 3 (7–9 marks) The student 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 (4–5 marks) The student communicates arguments, explanations and conclusions well. Good use is made of political vocabulary to construct clear arguments and explanations. The response should be legible but there may be occasional errors of spelling, punctuation and grammar. The student produces an answer with a conclusion linked to the preceding discussion.</p>

GENERIC MARK SCHEME for questions with a total of 30 marks (continued)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 2 (4–6 marks) The student 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 to address the question and demonstrates contextual awareness covering part of the question. An attempt to develop a synoptic approach is made, using a limited range of knowledge, perspectives and examples gained more broadly in the study of government and politics. The answer includes a partial and reasonably effective attempt at interpretation or explanation, with some examples to illustrate points made.</p>	<p>Level 2 (4–6 marks) The student 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. There is some recognition of basic parallels and comparisons. Arguments and explanations are undeveloped, with a limited use of concepts.</p>	<p>Level 2 (2–3 marks) The student communicates arguments and conclusions adequately, with a limited use of political vocabulary. There are frequent errors of spelling, punctuation and grammar and legibility may be a problem. A conclusion is offered but its relationship to the preceding discussion may be modest or implicit.</p>
<p>Level 1 (1–3 marks) The student demonstrates a slight and incomplete knowledge and understanding of political institutions and processes and a limited awareness of the relationships between them. A very limited attempt at synopticity is made, sometimes using superficial or inaccurate knowledge, perspectives and examples cited from elsewhere in their study of government and politics. 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 (1–3 marks) The student displays little awareness of the implications and demands of the question, and focus is lacking. Evaluation of political institutions, processes and behaviour is superficial. 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 are superficial and naïve.</p>	<p>Level 1 (1 mark) The answer relies upon narrative that is not fully coherent. There is little or no use of political vocabulary. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible. A conclusion, if present, is not adequately related to the preceding discussion.</p>
<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>

Topic 1: Ethnicity and Gender**Total for this topic: (40 marks)****(01)** Explain the term patriarchy in the context of feminism.**[10 marks]**

Students at all levels of response are likely to define patriarchy either as the domination of society by men (with the associated exclusion of women from positions of power) or, more literally, as a system where the father heads the family and power is transferred down the male line. It is likely that some students may begin with the more literal definition before adopting the broader definition for the purpose of addressing the question posed.

Students are likely to recognise that opposition to patriarchy is a key tenet of feminist thinking – and one which therefore transcends the various ‘waves’ and ‘strands’ of feminist thought. It is likely that students will look to develop their explanations of the term by setting out the feminist view of society and the dominant position adopted by men within it. At the lower levels of response, this might consist of a series of examples illustrating ‘patriarchy in action’. At the higher levels of response, students may well draw a distinction between patriarchy in the private and the public spheres. There might also be some attempt to discuss the ways in which the more overt patriarchal structures and practices within the public sphere have been challenged in recent years. It is likely that students going down this route will be aware that, for most feminists, such changes have done little to address fundamental issue of patriarchy in society or in the home. This line of reasoning may result in some students exploring some of the solutions offered by radical feminists or lesbian feminists.

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

(02) ‘Legislation has failed to deliver equality of outcomes in respect of gender and ethnicity.’
Discuss.**[30 marks]**

The focus of this question is on ‘equality of outcomes’. Students at all levels of response may seek to draw some kind of distinction between legal equality (as increasingly suggested by the ‘legislation’ mentioned in the question) and equality on the ground, ie legal equality v actual equality.

At the lower levels of response, it is likely that many students will take ‘legislation’ as their focus and assess the extent to which such legislation has delivered legal equality. Coverage of the extent to which actual equality (ie changes in society at large or in ‘outcomes’) has been delivered may be sketchy or entirely absent. Students going down this route may well focus on measures such as the Sex Discrimination Act (1975), the Race Relations Acts (1965, 1968, 1976) and the Equality Acts (2006, 2010).

Students at the higher levels of response will address the precise terms of the question posed, ie assessing the extent to which such legislation has ‘failed to deliver equality in respect of gender and ethnicity’. This more focused approach is likely to necessitate some discussion of the nature of inequality prior to such Acts (and the extent to which it persists, de facto, in their wake). Those at the top level of response are likely to deploy factual evidence (whether more anecdotal or rooted in

data) in support of their analysis – with a clear focus on identifying any short-fall between the legal position and the actual experience of women and ethnic minorities today.

NB: whilst students are likely to focus on the UK experience when answering this question, material drawn from other countries studied, where relevant, should be credited fully.

AO1 = 12 marks

AO2 = 12 marks

AO3 = 6 marks

Topic 2: The Environment**Total for this topic: (40 marks)**

(03) Consider the concept of ‘quality of life’ in the context of debates over the environment. **[10 marks]**

Most environmentalists accept that human interaction with the broader environment should be limited or regulated with a view to preserving biodiversity. It is likely, therefore, that many students will see a natural conflict between those pursuing environmentalist goals and those driven simply by a desire to maintain or improve their own quality of life. However, those at the higher levels of response may well draw a distinction between measures of ‘standard of living’ (which tend to be financial or material) and quality of life (which also includes measures of variables such as ‘happiness’, physical and mental wellbeing, recreation and education, and ‘belonging’). In this context, it is likely that those at the higher levels of response will recognise that the goals of environmentalists are not necessarily in conflict with the goal of achieving improvements of quality of life. Whilst those at the ‘light green’ end of the scale might seek to restrict certain modes of behaviour and patterns of consumption in order to preserve the environment for future generations, dark green thinkers (ecologists) would take a more holistic view, seeking to change human consciousness in a way that would massively improve quality of life.

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

(04) ‘Fundamental divisions within the environmental movement mean that it is a nonsense to speak of environmentalism as a single ideology.’ Discuss. **[30 marks]**

The content and amplification section of the specification refers to ‘ideological divisions within the environmental movement including “light” and “dark” green thinking’, so it is likely that students at all levels of response may well adopt this divide as a starting point for their discussion. At the lower levels of response, students may see the difference between the two shades of environmentalism in general terms – seeing ‘light’ green environmentalists as being less ideological in their approach than those of a ‘dark’ green persuasion. At the higher levels of response, it is likely that students will explore the characteristics of each strand in more depth: ‘light greens’ as those seeking to make lifestyle choices that bring environmental benefits without, perhaps, committing to a more fundamental re-ordering of the relationship between ‘man’ and the environment; ‘dark greens’ as those who see contemporary environmental problems as a function of capitalism and therefore take a more ideological approach, favouring fundamental changes in the way in which society is organised. At the higher levels of response, it is possible that some students may refer to writers such as the American Alex Steffen and the more constructive ‘bright’ green approach they advocate, which focuses less on protest and apocalyptic prophesy and more on using the available technology to find practical solutions.

At the lower levels of response, this contextual material is likely to be presented in a descriptive, perhaps narrative style, almost as an end in itself. At the higher levels of response, students are likely to present such material as a means of identifying similarities as well as differences – thereby setting the scene for a discussion of whether or not it is indeed a ‘nonsense’ to see

environmentalism as a single ideology. It is the ability to explicitly address this question (ie the question posed) that will distinguish higher-level responses from lower-level responses: the key issue being whether or not the beliefs that all environmentalists hold in common are sufficient to unite them under a single ideological banner in the face of all that divides them. There is obviously no 'right' or 'wrong' answer to this central question.

NB: students may use terms such as 'shallow' and 'deep' ecologism as analogous to 'light' and 'dark' green environmentalism.

AO1 = 12 marks

AO2 = 12 marks

AO3 = 6 marks

Topic 3: Education**Total for this topic: (40 marks)****(05)** Explain the term meritocracy in the context of education policy.**[10 marks]**

Students at all levels of response are likely to define meritocracy as any system or society that allows individuals to advance on the basis of their merit (ie their abilities and efforts). In the context of education policy, meritocracy is likely to be defined in terms of a commitment to equality of opportunity, as opposed to equality of outcome (with its associated tendency towards social engineering). In this context, it is likely that students will look to develop their explanations of the term by considering one or more elements of, or phases in, UK education policy. The post-war tripartite system might be offered as an example of meritocracy in action, with those assessed as having the highest levels of academic ability at 11+ being diverted into the grammar schools, regardless of social background. It is possible that some students at the higher levels of response might offer examples of those who have risen to the top in their chosen fields 'on the back' of a grammar school education. Other students might argue that the tripartite system was elitist, as opposed to meritocratic, and that it was the comprehensivisation of schools from the 1960s that allowed for true meritocracy. Similar arguments may be presented around the relative merits of CSEs/O-levels and GCSEs.

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

(06) Evaluate the view that there is now a competitive market in education within the UK.**[30 marks]**

The reference to 'a competitive market in education' hints at the supposed marketisation of education since the late 1980s. It is likely, therefore, that students at all levels of response will make reference to some of the key Acts and measures that were said to have contributed to this marketisation. In this context, it is likely that many students will make mention of the 1988 Education Reform Act – which introduced Grant Maintained Schools, Local Management of Schools, the National Curriculum, and greater parental choice. Mention may also be made of subsequent reforms establishing formalised testing (SATs) and school league tables – or the more recent innovations of payment by performance, academies and free schools.

At the lower levels of response, it is likely that the coverage of such measures will be overly descriptive, perhaps even taking the form of a chronological narrative. At the higher levels of response, such discussion will simply provide the context for the central discussion of whether or not there is indeed a genuinely competitive market in education. In answering this question students are likely to offer some definition of the kinds of characteristics a 'competitive market' might reasonably be expected to exhibit. In this context, it is likely that many responses will focus on the emergence of parents as 'consumers', the presence of choice in the market place, and the availability of the performance data required for parents to make an informed choice on behalf of their children. Such discussions will inevitably relate back to some of the key reforms identified above. However, at the top level of response there is likely to be some explicit attempt to address

the question of whether education in the UK is operating as a truly competitive market – or whether the market is distorted in some way.

It is possible that some students may seek to apply some of the knowledge acquired when studying Topic 4 to their analysis of the UK education market. This should be credited fully where it is clearly linked to the discussion.

AO1 = 12 marks

AO2 = 12 marks

AO3 = 6 marks

Topic 4: The Economy**Total for this topic: (40 marks)****(07) Argue the ideological case in favour of the nationalisation of key industries. [10 marks]**

Students at all levels of response are likely to define nationalisation as the taking into public ownership of privately held companies – with the focus for many likely to be ‘key industries’ (as in the title) – the ‘commanding heights’ of the economy. At the higher levels of response, it is likely that students will give examples of nationalisation – whether historic (eg the UK coal industry in 1946) or more contemporary (eg Northern Rock in 2008). At the lower levels of response, students may well drift into a more tangential discussion of privatisation (eg the Thatcherite privatisation agenda of 1980s). Those at the higher levels of response are likely to focus more squarely on the terms of the question posed, ie the ideological case in favour of nationalisation. Some may argue from a Marxist perspective, eg that nationalisation (under the ‘Dictatorship of the Proletariat’) is a necessary step on the path from capitalism to socialism. Others might argue more pragmatically that major public utilities, transport infrastructure and other key industries must be held in public ownership in order to ensure that they act in the interests of the broader population (as opposed to shareholders). Mention might also be made of the advantages of public control from the perspective of enabling a more ‘joined-up’ approach to government.

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

(08) Evaluate the view that the UK is now an open economy. [30 marks]

Students at all levels of response are likely to seek to define the term ‘open economy’. Whereas a closed economy would see all of its investment and raw materials sourced within a defined territory and look to sell its manufactured goods, produces and services within the same territory – thus preventing trade across national borders – an open economy would impose no such restrictions, thus allowing for the free movement of people, goods and services. Such an open economy would, in theory, provide a number of key economic benefits, including:

- greater choice of goods for consumers
- greater competition – resulting in lower costs and improved innovation
- greater flexibility in the labour market
- wider markets for goods and services.

Having defined the term in question, it is likely that students will seek to assess whether or not the UK is indeed an open economy. Such discussion is likely to focus on the opening-up of the UK economy to foreign investors. For example:

- the purchase of many key companies – including utilities – by companies based overseas
- the outsourcing of UK production overseas (eg Eastern European states now within the EU such as Poland and Romania)
- economic integration under EEC and later the EU, particularly in the wake of the Single European Act (1986), the Maastricht Treaty (1992) and later EU regulations and treaties.

At the lower levels of response, it is likely that students will simply describe such measures, concluding that the UK has indeed become an open economy. Higher-level responses are likely to be characterised by an attempt to test the proposition, ie by using evidence to question the extent to which the UK economy is indeed fully open. In this context, students may well contrast the UK situation with that of some fellow EU member states. There might also be reference to the way in which the UK might be seen to have a more 'open' relationship with its EU trading partners than with those non-EU states with which the UK trades.

At the higher levels of response, it is likely that students will move beyond simply describing the ways in which the UK economy might be seen to have become more open – to evaluate whether the UK is indeed now an 'open economy'.

AO1 = 12 marks

AO2 = 12 marks

AO3 = 6 marks

ASSESSMENT OBJECTIVE GRID

A2 Assessment Objective	Marks allocated by Assessment Objective 10-mark question	Marks allocated by Assessment Objective 30-mark question	Total Marks by Assessment Objective
AO1	4	12	16
AO2	4	12	16
AO3	2	6	8
Total	10	30	40