



General Certificate of Education

**Government and Politics
1151/2151**

**GOV4B Political Issues:
Ideologies in Action**

Specimen Mark Scheme

Specimen mark scheme for examinations in June 2010 onwards
This mark scheme uses the [new numbering system](#)

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Dr Michael Cresswell, Director General.

**A2 GOVERNMENT AND POLITICS
GENERIC MARK SCHEME for 10 mark questions**

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (4 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>Level 4 (4 marks) The candidate 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 candidate 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. 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 marks) The candidate demonstrates good 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>	<p>Level 3 (3 marks) The candidate applies a good range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	
<p>Level 2 (2 marks) The candidate demonstrates limited knowledge and understanding of political concepts, institutions and processes. The candidate 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 candidate 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 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. 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>Level 1 (1 mark) The candidate demonstrates little knowledge and understanding of political concepts, institutions and processes. The candidate 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.</p>	<p>Level 1 (1 mark) The candidate applies few concepts and makes little use of political theory or ideas in developing an explanation or argument.</p>	

A2 GOVERNMENT AND POLITICS
GENERIC MARK SCHEME for 30 mark questions

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (10–12 marks) The candidate 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 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. 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 candidate 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 candidate 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 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 (4–5 marks) The candidate 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 candidate produces an answer with a conclusion linked to the preceding discussion.</p>

GENERIC MARK SCHEME for 30 mark questions

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 2 (4–6 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 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 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. 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 candidate 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 candidate 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 sited 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 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. 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, which 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**Total for this topic: 40 marks**

(01) Identify the differences between two forms of feminism.	<i>(10 marks)</i>
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Differences relevant to the two forms of feminism selected may refer to topics such as political goals (eg liberal principles extended to women, support for alternative family structures, anti-pornography or anti-patriarchy); political strategies (eg direct action or working through parliamentary institutions); or membership (eg class, religion or sexual-orientation). Some candidates might include the suffragettes and associated groups alongside other forms such as radical, Marxist, reformist, eco-feminists and 'new' feminists. Some strong responses might argue that the women's movement shares a number of basic beliefs about equality which comprise a single outlook, whilst others might confirm that feminism is characterised by differences. A more basic approach might, for example, simply refer to an issue such as abortion and observe that women's organisations respond to it differently.

(02) 'Multiculturalism has been discredited and abandoned.' Assess how far this view reflects the public statements and policies of Government.	<i>(30 marks)</i>
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Knowledge and understanding of the central concept in strong responses is accurate and comprehensive, demonstrating a good contextual awareness which might focus on the ambiguity of the term. Contextual awareness should also include knowledge of recent government pronouncements, such as the Prime Minister's speech on British values, statement from the CRE, as well as how such statements have been carried forward into policy-making. An outline knowledge and understanding of the above will be present in weaker responses. Candidates are likely to introduce other approaches, such as integration and assimilation, into their understanding of multiculturalism. There may be some historical development within responses which reviews, for example, race relations or major legislation covering anti-discrimination and immigration. There should be references to inquiries such as Cattle (2001) or Denham (2002). Some responses may focus in depth on the position of Muslims and associated topics such as Islamophobia, aftermath of 9/11 and 7/7, citizenship, 'clash of civilisations', and the 'war on terror'. Others may focus on the implications of EU membership.

Strong responses provide an analysis, including judgements, which considers both the 'discredited' and 'abandoned' elements of the set question. Ideological examination may further consider the nature of multiculturalism, such as through comparison with multi-ethnicity and multi-faith societies. The critics of multiculturalism are likely to be examined critically within the context of the set question. For example, 'is multiculturalism in Britain no more than consenting apartheid?' They provide a clear evaluation of AO1 knowledge and are likely to discuss the role of associated issues in the public debate, such as asylum seekers and economic migrants. There may be a discussion of racism, prejudice and discrimination in society, and various governments' responses. Drawing upon and extending study of the mass media in Unit 1, for example, the role of the Press and media in general is considered within the dynamics of public debate and there is likely to be critical consideration of arguments from Migration Watch or the CRE and its successor. The ideological element, from left to right on race relations, is a key factor in the analysis. For example, liberal domestic policies may be compared with past illiberal immigration policies. Strong responses make effective comparisons, explaining the similarities and differences with, for example, US or French experiences. Specific arguments

are likely to be deployed and developed, such as the consequences of globalisation on multiculturalism, institutional racism, equal opportunities policies, the possible development of English nationalism, the impact of faith schools, citizenship, identity, or the changing political/electoral strategy of the BNP. Those responses focusing principally on the position of Muslims in Britain are likely to consider critically case studies or examples such as the Rushdie affair and freedom of speech or responses to British foreign policy in the Middle East. Weaker responses will outline basic concepts associated with multiculturalism, and offer simple evaluations and assessments.

Strong responses contain cogent and coherent arguments and judgements regarding the set question, and may adapt or refer to the management of the political agenda studies elsewhere in this unit. There is a clear sense of direction culminating in a coherent conclusion which addresses the set question. Weaker responses tend to be more descriptive, provide some relevant evidence, but culminate in a conclusion which has some links with the preceding discussion.

All synoptic material must be acknowledged and rewarded in accordance with the generic mark scheme.

Topic 2**Total for this topic: 40 marks**

(03) Discuss the major differences between 'light' and 'dark' green thinking. (10 marks)

Responses characterise or differentiate green thinking/strategy in terms of either pursuing specific goals or purposes or a more holistic approach which has concern for the global environment. Descriptive terms such as 'moderate' and 'extreme' or 'pragmatic' and 'ideological' may be employed in the context of drawing such distinctions. An example of light green thinking might advocate the use of lead-free fuel whilst dark green thinking might wish to end private car ownership. Good contextual awareness might, for example, explore the 'political realism' of light and dark green objectives in conventional party politics. Weaker responses demonstrate an outline knowledge and understanding of the distinction.

(04) Analyse the extent to which party competition to win electoral support inhibits manifesto pledges on environmental issues. (30 marks)

Strong responses demonstrate accurate, detailed and comprehensive knowledge of party manifestos regarding green issues and notionally competing pledges regarding economic growth, rising consumption, increased transport provision and energy policy. Responses draw upon and extend study of party competition and elections completed in Unit 1. Ideological dimensions may be explored regarding New Conservatism and New Labour as well as ecologism. Responses provide accurate evidence or examples to illustrate points made, such as use of fuel surcharges, increased air travel taxes or landfill charges. There may be AO1 references to various elements of green thinking, such as sustainability, nuclear energy, global climate warming or acid rain that are related to party statements or policies. There may also be references to international conferences and agreed environmental targets as well as the impact of the EU. Weaker responses demonstrate at least an outline knowledge and understanding with some basic contextual awareness.

Strong responses provide analysis which refers to theoretical or conceptual frameworks such as, for example, the five stage model for the political agenda for environmental issues from the pre-problem stage where the electorate is unaware of the issue, to the post-problem stage where public and media interest declines. This may be deployed too in order to evaluate political information or make effective comparisons, explain parallels and connections. A critical approach may challenge the continued relevance of Down's model with, for example, Commoner's 'laws of ecology'. Others may focus on the political system noting, for example, the differing pressures on governments and oppositions or the importance of issues in the political agenda of the electorate. Some may refer to economic considerations studied elsewhere in this unit. Analysis might establish the role of the environment or environmental issues alongside education, health, the economy and the NHS in the electorate's thinking and contrast this with established views that climate change poses a greater threat than terrorism. Some responses may challenge the thrust of the set question stimulus quote and argue that parties have moved beyond the 'greening stage' and now the environment is 'above party politics' whilst others might argue that the conventional parliamentary party system has failed and 'new politics' is now more significant in driving the green agenda. The former might argue that a new environmental consensus is developing/has developed in which ambitious green policies are promised by all parties, whilst the latter might agree with the stimulus quote and

agree that political realism about the electorate's voting motives or ideology will limit green policy pledges.

Strong responses will contain cogent and coherent analytical argument regarding the set question. There will be a clear sense of direction culminating in a coherent conclusion which addresses the set question. Weaker responses will tend to be more descriptive, provide some relevant evidence, but should culminate in a conclusion which has some links with the preceding discussion.

All synoptic material must be acknowledged and rewarded in accordance with the generic mark scheme.

Topic 3**Total for this topic: 40 marks**

(05) Explore the differences between educational standards and education targets. *(10 marks)*

Strong candidates are likely to relate these terms to ideological understandings or policy differences. It is likely that standards will be related to the debate on the educational right and linked to selection and/or high status curriculum. Targets, or 'targetry', are more likely to be associated with the political debate concerning mass education and collective performance, albeit in the context of competition. Targets may be linked to league tables. The counter-criticisms of, for example, elitism and dumbing-down are likely to be considered. More limited attempts to answer the set question found in weaker responses demonstrate an outline knowledge and understanding of the relevant concepts.

(06) 'The post-war history of English education is simply the story of a lengthy struggle between egalitarians and meritocrats'. Analyse this view. *(30 marks)*

Knowledge and understanding are likely to cover major developments, such as the 1944 Education Act and associated selection to mainly grammar and secondary modern schools; the political drive for comprehensive schools, the critique of comprehensive and progressive education as delivered by, for example, the 'Black Papers', Adam Smith Institute or Prime Minister Callaghan's call for a 'great debate'; the 1988 Education Reform Act; and New Labour's priority of 'education, education, education' and zero-tolerance of 'failing schools'. Some candidates may focus on private and public educational provision such as the principal framework for their responses, with a consideration of issues such as selection and resources. Strong responses address such contextual awareness in an accurate, detailed and comprehensive manner whilst weaker responses contain only an outline knowledge and understanding which results in a limited attempt to answer the set question.

Strong candidates provide analysis which addresses theoretical considerations, such as the differing purposes of education seen by egalitarians (and associated ideologues mostly on the political left) and meritocrats (and associated ideologues mostly on the political right). They approach the political solutions of pupil selection and comprehensive schooling in a critical manner, citing relevant evidence, and related to the evolution of education policy. Some may introduce concepts such as social class and social justice, making connections with selection at eleven and the maintenance of a class-based society. Some may analyse critically the comprehensive ideal, linking it with new teaching methods resulting in political and educational failure. All candidates show an appreciation of competition between rival ideologies from their Unit 1 studies. The existence of the private sector is likely to be considered in the context of policy driven by those wanting egalitarian social change and those wanting 'rewards for the best'. A state education system based on an element of competition is analysed in terms of its output in equality and merit. Public support for education policy is likely to be considered, with different political climates favouring different policies and solutions. There may be references to topics such as public spending or equal opportunities studied elsewhere in this unit. The very best responses may contest the thrust contained in the set question, arguing for example that policy on education was guided by psychologists (tests to reward merit) and then sociologists (open education to create open society) or that changes in policy resulted from changes in those who controlled education (producers and consumers). A simple evaluation of the

development of education policy with basic concepts and theories is characteristic of weaker responses. There should be some recognition of connections and differences between egalitarian and meritocratic policies.

Strong responses contain cogent and coherent arguments regarding the set question. There is a clear sense of direction culminating in a coherent conclusion which addresses the set question. Weaker responses tend to be more descriptive, provide some relevant evidence, but should culminate in a conclusion which has some links with the preceding discussion. All synoptic material must be acknowledged and rewarded in accordance with the generic mark scheme.

Topic 4**Total for this topic: 40 marks**

(07) Identify **two** major links between Keynesian economic management and monetarism.
(10 marks)

Strong responses are not expected to contain sophisticated economic knowledge and understanding but rather an accurate knowledge and understanding of the main characteristics of economic management in terms of two differences between Keynesian-inspired and monetarist methods. There may be reference to demand-management for the former and supply-side for the latter. Keynesian policies may be characterised as ‘tax and spend’ policies devised to counter the risks of economic depression and unemployment. A Chancellor pursuing such policies might, for example, rely on borrowing to stimulate demand resulting in an expanding economy. Some responses might link the electoral cycle with the economic cycle involving ‘boom’ (prior to election) and post-election ‘bust’. Keynesian economic management might also be linked with inflation and ‘stagflation’. Monetarist economic policies might be seen as concerned with controlling the money supply through the ‘one club’ of interest rates. Whilst low rates encourage consumption and investment, high rates are a deterrent. Under Thatcher, monetarist policy was also linked with cutting back on public spending and the encouragement of market forces through, for example, privatisation. If Keynesian methods were geared to preventing unemployment, monetarism was concerned with controlling inflation.

(08) ‘Recent governments have created a low-wage/high-employment economy in Britain.’
How far can this view be justified regarding the economic record of New Labour?
(30 marks)

Candidates should draw upon and extend their study of New Labour in Unit 1 and their study of decision-making in the core executive in Unit 2. Knowledge and understanding of the role of governments in economic policy-making including, for example, controls over wage-levels and the level of employment. Strong responses provide accurate evidence concerning Labour’s minimum wage policy, schemes and provisions for various groups to re-enter the employment market such as the New Deal, policies regarding the privatisation of work forces, policies regarding the encouragement of inward and home investment in Britain, previous incomes policies from Labour and Conservative administrations, and the likely influence of Britain’s open economy on wage and employment levels. There should be some contextual awareness such as the salience of wages and employment in electoral politics and the consequences thereof. Responses may include appropriate examples deployed to illustrate the points made, such as the inability of government to prevent the collapse of UK-based mass car industry. There may be a discussion of Conservative advocacy of a freer labour market through, for example, Thatcher’s reduction in the power and influence of trade unions, or Blair’s advocacy of a flexible work force, through movement of labour and retraining. There may also be some reference to sterling and the national economic impact of ‘Black Wednesday’ and the prolonged subsequent boom. There may be references to the topics of manpower planning and equality of opportunity studied elsewhere in the unit. Weaker responses include outline AO1 knowledge and understanding of the area being examined and provide some relevant evidence or examples.

Strong responses present a reasoned case which evaluates relevant material and make effective comparisons, connections, similarities and differences that work towards assessing New Labour’s economic policy. There may be some reference and subsequent analysis

regarding Labour being a 'pro-market' government which did not resist market forces expanding the number of low-paid service jobs whilst overseeing continued de-industrialisation and the 'export' of higher paid manual jobs to low-wage economies. Contrasts and comparisons may be made with previous Conservative and Labour administrations, or between respective party ideologies. There may be some useful references to Britain's role within the EU contrasting, for example, the UK's more flexible 'Washington' model of capitalism with the more regulated 'Frankfurt' model of Germany and France, with appropriate assessments and evaluations. The thrust of the set question may be challenged in a number of areas, for example UK's rising living standards, City bonuses, the use of 'migrant labour' to fill unwanted low-paid jobs. Weaker responses offer only a limited analysis which shows at least some awareness of differing ideas and concepts whilst demonstrating some recognition of basic similarities and differences concerning New Labour and the economy of wages and jobs.

Strong responses contain cogent and coherent arguments with their reasoning regarding the set question. There is a clear sense of direction culminating in a coherent conclusion which addresses the set question. Weaker responses tend to be more descriptive, provide some relevant evidence, but culminate in a conclusion which has some links with the preceding discussion.

All synoptic material must be acknowledged and rewarded in accordance with the generic mark scheme.

ASSESSMENT OBJECTIVE GRID

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