

Edexcel GCE

# Government and Politics

## 6493/01

January 2007

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Confidential Mark Scheme

## INTRODUCTION TO UNIT MARK SCHEMES

1. The Assessment Matrix on the next page indicates the level of attainment characteristic of the given grade at Advanced GCE. It gives a general indication of the required learning outcomes at each specified grade. The descriptors should be used in conjunction with the content indicators within the mark scheme to decide on the level of performance achieved by any given candidate. The grade awarded will depend in practice upon the extent to which the candidate has met the assessment objectives overall. Shortcomings in some aspects of the examination may be balanced by better performances in others.
2. Within each Unit mark scheme a grid shows the allocation of marks by Assessment Objective. It should be noted that, wherever there are optional questions within a unit, the assessment objectives are allocated identically across those questions.
3. Marks for assessment of the quality of written communication (Assessment Objective Three) are embedded in the Assessment Matrix and the grade descriptors for each question.
4. The mark schemes try to provide a range of likely relevant responses to the questions set. All relevant responses are worthy of marks, it is important to reward good work which is not referred to explicitly in the mark scheme. Valid original responses should be credited.
5. Marks should not be awarded on the basis of a 'tick list' of factual content, but on the overall response as it relates to the indicative content shown in the mark scheme, the balance of criteria as indicated in the assessment matrix, and the marks available for the question in terms of the assessment objective weightings.
6. There should be no reluctance to use the full mark range, and if warranted award maximum marks. The candidates are working under great pressure; ask what might be considered excellence in such circumstances.
7. Responses should be marked positively. Differentiation is by outcome, and in the evidence presented it should be considered whether the candidate has answered the question and has appreciated the issues involved.

## GENERAL MARKING INSTRUCTIONS

8. Marking of levels should be 'top down'. Examiners should look for the highest level of response achieved by the candidate. Use ticks in the body of the script when awarding marks.
9. Only sub-totals and totals must appear in the right-hand margin. Question totals must be ringed and transferred to the front of the script. Mark in red ink.
10. Annotate your script so that your thought processes may be followed. A comment at the end of an answer may be made to explain why a certain level was awarded.
11. A marking grid (based on performance level descriptors) is available at the back of this mark scheme to assist examiners in allocating marks within each level. This should be used in conjunction with the content indicators in the mark scheme and the Assessment Matrix as a guide to the allocation of marks within each level.

## ASSESSMENT MATRIX

	AO1 Knowledge and understanding	AO2 Analysis, interpretation and evaluation	AO3 Quality of Written Communication
	Recall, select and deploy their knowledge of Government and Politics accurately showing an understanding of relevant political concepts and theories.	Analyse and evaluate political information, arguments and explanations and identify parallels, connections, similarities and differences between aspects of the political systems studied.	Communicate arguments and explanations in a clear and structured manner, making use of a range of relevant evidence and appropriate political vocabulary.
<i>Level 3</i>	Candidates demonstrate a comprehensive knowledge of political institutions and processes and the relationships between them producing answers which fully address the requirements of the question and demonstrating excellent contextual awareness. They produce answers that include detailed and comprehensive interpretations or explanations and provide accurate evidence and up to date examples to substantiate and illustrate points made.	Candidates confidently apply a wide range of well-developed concepts and theories, using appropriate political vocabulary, to analyse and synthesise political information and to construct cogent and coherent arguments and explanations. Candidates provide analyses, which display a sophisticated awareness of differing viewpoints and a clear recognition of issues. Parallels and connections or similarities and differences are identified together with well-developed comparisons. There is a clear and full evaluation of political institutions, processes, behaviour, arguments or explanations.	Candidates communicate arguments, explanations and conclusions with clarity and produce answers with a clear sense of direction culminating in a conclusion which flows from the discussion.
<i>Level 2</i>	Candidates demonstrate good knowledge of political institutions and processes and the relationships between them producing answers with a clear attempt at addressing the requirements of the question and demonstrating sound contextual awareness. They produce answers that include developed and effective interpretations or explanations and provide clear evidence backed up by good examples to illustrate points made.	Candidates apply a range of developed concepts and theories, using political vocabulary to analyse and synthesise political information and to construct clear arguments and explanations. Candidates provide analyses, which display awareness of differing viewpoints and recognition of issues. There is clear recognition of parallels and connections or similarities and differences together with some good comparisons. There is good evaluation of political institutions, processes, behaviour, arguments or explanations.	Candidates communicate arguments, explanations and conclusions well and produce answers with a conclusion clearly linked to the preceding discussion.
<i>Level 1</i>	Candidates demonstrate outline knowledge of political institutions and processes and some relationships between them producing answers with a limited attempt at addressing the requirements of the question. They may demonstrate contextual awareness covering part of the question. They produce essays which include a partial but reasonably effective attempt at interpretation or explanation with some not very detailed examples to illustrate points.	Candidates use a limited range of concepts and theories to consider political information and begin to construct arguments and explanations. Candidates offer limited analysis, which shows some awareness of differing viewpoints. There is recognition of basic parallels and connections or similarities and differences together with limited comparisons. There is a simple attempt to evaluate political institutions, processes, behaviour, arguments or explanations.	Candidates communicate arguments and conclusions adequately with straightforward narrative and/or explanation. A conclusion may be offered but its relationship to the preceding discussion may be modest or implicit.

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1. a)	<b>Using Source 1 outline the functions of the House of Lords within Parliament.</b>	A01	A02	A03
		5	0	0

**Indicative content**

The source considers several function:

- considering and amending legislation. This may have originated in the Lords or have been passed over from the commons. This improves and safeguards the legislative process.
- Questioning the government via debates or questioning. This is part of the role which Parliament scrutinises the executive. A role considered healthy in a representative democracy.
- Debating matters of the public interest. This serves to make the chamber in touch with society.
- Specialist investigations via select committees. Here the House of Lords is said to have built up a credible reputation. It is said to have considerable expertise in this area.

**Level Three Descriptor (4-5 marks)**

A comprehensive demonstration of knowledge surrounding political concepts, processes institutions and an understanding of the relationships between them.

The source will be referred to with clarity and precision. The detail will be accurate and informed.

**Level Two Descriptor (2-3 marks)**

A sound demonstration of knowledge of political concepts, processes institutions and an understanding of the relationships between them.

Responses will be less complete, lacking full precision and without comprehensive detail.

**Level One Descriptor (0-1 marks)**

A limited and quite restricted demonstration of knowledge of political concepts, processes, institutions and little understanding of the relationships between them.

	AO1	AO2	AO3
b) Using source 2 and your own knowledge explain the difficulties encountered in implementing a two stage reform of the House of Lords.	5	5	0

#### Indicative content

The source highlights several issues to be created by a two stage reform process. Firstly, the project would suffer a lack of momentum that is after stage 1 there would be no appetite for stage 2. This brings up a second issue in that a working chamber would be destroyed. Thirdly, the source notes that the interim House is wholly appointed and by default would represent the final process in that it becomes stage 2.

Own knowledge on the issue covers topics such as the lack of consensus for any agreed reform. This covers the cross party spectrum but also notable the divisions that exist within the labour party. The lack of public enthusiasm for one stage let alone two stages may be noted. The notion that the power of the PM is extended during this interim period in creating a so called field of appointees may be referenced. It may be cited that other more important issues have taken over the agenda.

#### Level Three Descriptor (7-10 marks)

A comprehensive demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Excellent conceptual awareness with full illustration, amplification and evaluation.

This level must cover and explain a range of points from both the source and the candidates own knowledge. The use of examples and illustrations with the clarity of the construction will define the entry to the level and the progress within it.

#### Level Two Descriptor (4-6 marks)

A sound demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Reliable conceptual awareness with examples and illustrations and evaluation.

Responses that fall within this level may rely exclusively on the source or on the candidates own knowledge. Referenced examples may be tangential or tenuous.

#### Level One Descriptor (0-3 marks)

A limited demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Minimal conceptual awareness with no examples or illustrations. Limited evaluation and restricted analysis.

Level 1 responses will present very little development information and may fail to fully address the issues raised.

	AO1	AO2	AO3
c) Explain arguments in favour of reforming the House of Lords	5	5	5

#### Indicative content

There are several reasons why reform of the second chamber has been undertaken. Firstly it was part of Labour's manifesto pledges back in 1997 and has appeared in the manifestos of 2001 and again in 2005. The reform was a central component in the new constitutional initiatives of the new Labour Government. Critics point out that the Labour Party bore a dislike of the second chamber with its supposed previous hereditary base alleged as biased in favour of the Conservatives and hence reform seen to favour Labour's interest. Other reasons revolve around the anachronistic and outdated composition of the Lords which goes against the principals of a liberal democracy. A range of other reasons may be cited including improved legitimacy to decision making, increased political representation and the abolition of patronage. It would improve the democratic forum.

#### Level Three Descriptor (11-15 marks)

A comprehensive demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Excellent and clear examples and illustrations. The analysis displays a sophisticated awareness of differing view points accompanied by precise and full evaluation of the issues. Informed political vocabulary with excellent standard of communication.

Level 3 responses will show a depth of detail and accompanying understanding of the reasons and appreciate the political climate in which the initial reform process began. The ability to appreciate the strategic and operational factors behind the move will determine both entry into the level and its progress within it.

#### Level Two Descriptor (6-10 marks)

A sound demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Reliable conceptual awareness with appropriate examples. The analysis shows an awareness of differing viewpoints supported by evaluation but not totally encompassing. A reasonable level of written communication accompanied with some usage of political vocabulary.

Level 2 responses will indicate an awareness of the reasons for the reform and provide examples, these may not be totally encompassing and lack both detail and supportive analysis.

#### Level One Descriptor (0-5 marks)

A limited demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Little conceptual awareness no realistic examples. Very limited analysis with scant awareness of differing viewpoints and only a basic attempt at evaluation. The conclusions may only have limited relevance to the topic. A basic level of written communication with sparse use of political vocabulary.

Level 1 responses will only marginally appreciate the ambit of the question with little supporting empirical material and evaluation.

d)	Evaluate the implications of a fully elected second chamber	AO1	AO2	AO3
		10	5	5

#### Indicative content

A considerable range of implications may arise with a fully elected second chamber. What type of electoral system will be used? FPTP would mirror the Commons, Majoritarian and PR systems in turn will produce varied scenarios. Both the latter increasing by various amounts the success of parties other than Labour and Conservative. When will the elections be held? With electoral turnout not growing in health will support for the chamber fade? The introduction of elections by their very nature would usher an air of legitimacy to the House hence it may credibly insist on having more power. This would raise the issue of challenging the Commons until recently seen as the superior of the two Houses on its democratic laurels, this may be cast into doubt if the electoral system is seen as fairer for the Lords. Who would decide the electoral process the Government or the public in a type of referendum? Would the Lords have constituency duties as the Commons and who would be the public's first port of call for their concerns? Elections would eliminate life peers and also specialists who make a valued contribution to life. It also prevents retired political figures from contributing to the legislation process. Overall would the process of elections possibly introduce more instability into the political process and thus being damaging. The House of Lords could lose establishment figures. It could also increase the groups of organised political parties.

#### Level Three Descriptor (14-20 marks)

A comprehensive demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Excellent conceptual awareness with full examples. Analysis displays sophisticated awareness of differing political viewpoints and clear and full evaluation of the issues. Informed use of political vocabulary accompanied with an excellent standard of written communication.

Level 3 responses will be able to offer empirical evidence and relevant analysis and evaluation. The use of informed speculative reasoning will underpin the response. Conclusions will be made to the various possibilities which may emerge.

#### Level Two Descriptor (7-13 marks)

A sound demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Reliable conceptual awareness with appropriate examples. Analysis displays an awareness of differing viewpoints and good attempts at evaluation. A reasonable level of written communication with some use of political vocabulary

Level 2 responses will appreciate the implications which elections to the second chamber may create but will not fully develop these and support them with extensive and high level of analysis.

### Level One Descriptor (0-6 marks)

A limited demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Superficial conceptual awareness, with scant examples. Limited analysis with no real awareness of differing viewpoints. Marginal attempts at evaluation. The conclusions if made at all will only have limited relevance to the preceding discussion. A basic level of written communication with occasional use of political vocabulary.

Level 1 response will present a partial and undeveloped consideration of the implications which a fully elected second chamber will create.



2. a)	Using the source 1, how does the Labour Party propose to continue the process of devolution?	AO1	AO2	AO3
		5	0	0

#### Indicative content

The Labour Party proposes to continue the process of devolution by:

- Offering more power to local authorities. This will continue this pattern of decentralisation and strengthen local democracy.
- Enhancing the power of the Welsh Assembly. This would go some way to solve the asymmetry of the devolution process.
- A review will be carried out concerning the power of the London Mayor and the GLA, refining the process of regional developments.
- Further devolution to regional bodies in several areas such as planning, housing, economic development and transport. Again this will enhance localised decision making.

#### Level Three Descriptor (4-5 marks)

A comprehensive demonstration of knowledge surrounding political concepts, processes institutions and an understanding of the relationships between them.

The source will be referred to with clarity and precision. The detail will be accurate and informed.

#### Level Two Descriptor (2-3 marks)

A sound demonstration of knowledge of political concepts, processes institutions and an understanding of the relationships between them.

Responses will be less complete, lacking full precision and without comprehensive detail.

#### Level One Descriptor (0-1 marks)

A limited and quite restricted demonstration of knowledge of political concepts, processes, institutions and little understanding of the relationships between them.

	AO1	AO2	AO3
b) Using both sources and your own knowledge, how do the Labour and Conservative parties differ over the process of devolution?	5	5	0

### Indicative content

Whereas the Labour Party wishes to deliver more power to the Welsh Assembly the Conservative party will only do this with support and consultation with the Welsh people, they even have the caveat that they would consider the abolition of the Assembly if that was desired. The Conservatives have issues of accountability from a Westminster perspective. They seek to enhance the importance of English issues by possibly excluding Scottish MPs from taking part in their outcome. Own knowledge on the issue may extend to a fuller consideration of the West Lothian Question hinted in the final section of the Conservative extract. There may also be note of the changed perspective of the Conservative Party as regards the issue of devolution. The Labour Party has had its process of English regionalism or devolution put back since the rejection of the referendum in the North East in 2004 and has not readily come to terms with this nor provided policy options over the issue.

### Level Three Descriptor (7-10 marks)

A comprehensive demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Excellent conceptual awareness with full illustration, amplification and evaluation.

This level must cover and explain a range of points from both the source and the candidates own knowledge. The use of examples and illustrations with the clarity of the construction will define the entry to the level and the progress within it.

### Level Two Descriptor (4-6 marks)

A sound demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Reliable conceptual awareness with examples and illustrations and evaluation.

Responses that fall within this level may rely exclusively on the source or on the candidates own knowledge. Referenced examples may be tangential or tenuous.

### Level One Descriptor (0-3 marks)

A limited demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Minimal conceptual awareness with no examples or illustrations. Limited evaluation and restricted analysis.

Level 1 responses will present very little development information and may fail to fully address the issues raised.

		<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
c)	<b>What are the advantages of devolution for the UK?</b>			
		<b>5</b>	<b>5</b>	<b>5</b>

### **Indicative content**

Devolution could be considered as a process of enhancing democracy in that it is in principal a process of subsidiarity. This creates a political and economic revival in the regions where it is implemented. Reference and examples may be made to all areas of the UK. The link to the EU in a "Europe of the Regions" may be noted. It could be considered as a saviour for the UK in that frustrated nationalism may have turned to more extreme measures had no recognition been acknowledged. Devolution can be seen to suit the UK well in a process of pluralism and diversity. The lessening of the burden of the Westminster parliament can be cited alongside the flexibility of regional bodies to solve regional problems.

### **Level Three Descriptor (11-15 marks)**

A comprehensive demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Excellent and clear examples and illustrations. The analysis displays a sophisticated awareness of differing view points accompanied by precise and full evaluation of the issues. Informed political vocabulary with excellent standard of communication.

Level 3 responses will show a depth of detail and accompanying understanding of the reasons and appreciate the political climate in which the initial reform process began. The ability to appreciate the strategic and operational factors behind the move will determine both entry into the level and its progress within it.

### **Level Two Descriptor (6-10 marks)**

A sound demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Reliable conceptual awareness with appropriate examples. The analysis shows an awareness of differing viewpoints supported by evaluation but not totally encompassing. A reasonable level of written communication accompanied with some usage of political vocabulary.

Level 2 responses will indicate an awareness of the reasons for the reform and provide examples, these may not be totally encompassing and lack both detail and supportive analysis.

### **Level One Descriptor (0-5 marks)**

A limited demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Little conceptual awareness no realistic examples. Very limited analysis with scant awareness of differing viewpoints and only a basic attempt at evaluation. The conclusions may only have limited relevance to the topic. A basic level of written communication with sparse use of political vocabulary.

Level 1 responses will only marginally appreciate the ambit of the question with little supporting empirical material and evaluation.

	AO1	AO2	AO3
d) Analyse the problems that have emerged with the process of devolution following its implementation in the UK.	10	5	5

The hopes of each region have not always been met with the process of devolution. In Northern Ireland the extremists have made political gains and the moderate pro-Good Friday parties have diminished. Devolution has been suspended more than implemented in the province. In Scotland public support for the process has not been met with increased political turnout and this fell from the 99 to 03 elections. Criticism has been levied at the cost of the Parliament building and this has cast doubts on the overall cost of devolution project. In Wales there was only just a majority who voted in favour of the Welsh Assembly again here turnout fell from 99 to 03. In Wales there is concern over the lack of power in the Assembly especially when compared to that enjoyed by their Scottish counterpart. Nationalists have argued that they have insufficient power to add to the Welsh protest that a bill extending their power is being passed. This might indicate that the devolution policy is encouraging nationalism not containing it. Candidates should also note that policy differences have emerged between Scotland and England (over long term care for the elderly and tuition fees) which are deemed unfair to the English. The West Lothian issue has been highlighted by Conservative complaints that some Scottish MPs voted for foundation hospitals which will not apply to Scotland only England and that no solution has been arrived at to correct the lopsided constitution now that the referendum for devolution to the North East has been defeated.

#### Level Three Descriptor (14-20 marks)

A comprehensive demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Excellent conceptual awareness with full examples. Analysis displays sophisticated awareness of differing political viewpoints and clear and full evaluation of the issues. Informed use of political vocabulary accompanied with an excellent standard of written communication.

Level 3 responses will be able to offer empirical evidence and relevant analysis and evaluation. The use of informed speculative reasoning will underpin the response. Conclusions will be made to the various possibilities which may emerge.

#### Level Two Descriptor (7-13 marks)

A sound demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Reliable conceptual awareness with appropriate examples. Analysis displays an awareness of differing viewpoints and good attempts at evaluation. A reasonable level of written communication with some use of political vocabulary

Level 2 responses will appreciate the implications which elections to the second chamber may create but will not fully develop these and support them with extensive and high level of analysis.

### Level One Descriptor (0-6 marks)

A limited demonstration of knowledge of political concepts, processes and institutions and some of the relationships between them. Superficial conceptual awareness, with scant examples. Limited analysis with no real awareness of differing viewpoints. Marginal attempts at evaluation. The conclusions if made at all will only have limited relevance to the preceding discussion. A basic level of written communication with occasional use of political vocabulary.

Level 1 response will present a partial and undeveloped consideration of the implications which a fully elected second chamber will create.