

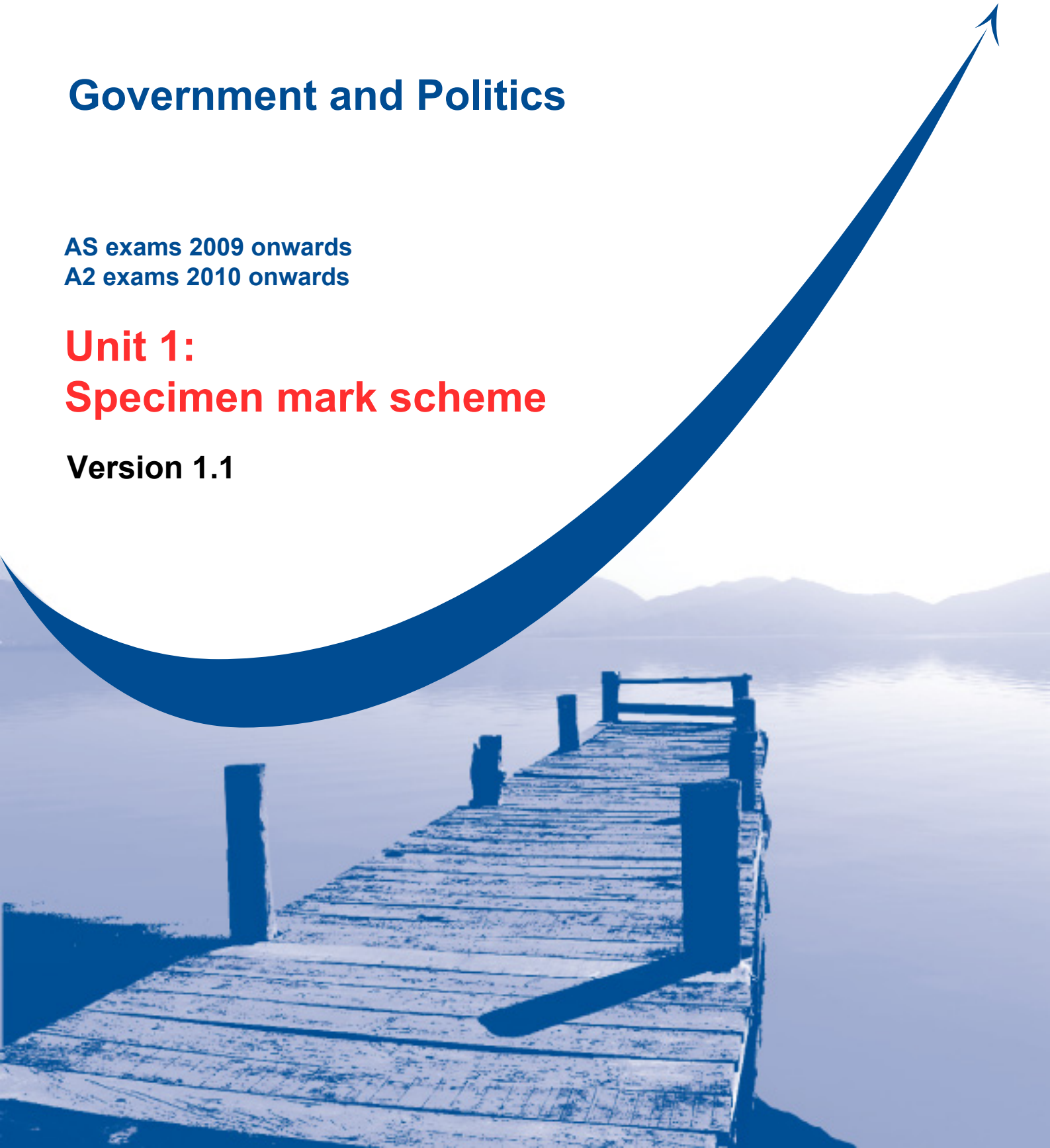
GCE
AS and A Level

Government and Politics

AS exams 2009 onwards
A2 exams 2010 onwards

Unit 1: **Specimen mark scheme**

Version 1.1





General Certificate of Education

Government and Politics GOVP1

Unit 1 People, Politics and Participation

Specimen Mark Scheme

The specimen assessment materials are provided to give centres a reasonable idea of the general shape and character of the planned question papers and mark schemes in advance of the first operational exams.

Further copies of this Mark Scheme are available to download from the AQA Website:
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Dr Michael Cresswell, Director General.

AS GOVERNMENT AND POLITICS

GENERIC MARK SCHEME for part (a) questions (Total: 5 marks)

Knowledge and Understanding: Recall, Select & Deploy
AO1
Level 4 (5 marks) The candidate successfully demonstrates excellent knowledge and understanding of political data, concept(s) or term(s). Where appropriate, the candidate is able to illustrate his/her answer with relevant evidence/example(s).
Level 3 (4 marks) The candidate successfully demonstrates good knowledge and understanding of political data, concept(s) or term(s). Where appropriate, the candidate is able to illustrate his/her answer with relevant evidence/example(s).
Level 2 (2–3 marks) The candidate demonstrates limited knowledge and understanding of political data, concept(s) or term(s). The candidate may illustrate his/her answer with evidence/example(s) of limited relevance.
Level 1 (1 mark) The candidate demonstrates little knowledge and understanding of political data, concept(s) or term(s). The candidate may illustrate his/her answer with evidence/example(s) of little relevance.
0 marks No relevant response.

AS GOVERNMENT AND POLITICS

GENERIC MARK SCHEME for part (b) questions (Total: 10 marks)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (4 marks) The candidate demonstrates an excellent knowledge and understanding of political concepts/theories/institutions and processes. The candidate deploys relevant knowledge and understanding to fully address the requirements of the question and produces accurate and/or relevant 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 structured and sustained manner, making excellent or good use of 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/theories/institutions and processes. The candidate addresses the requirements of the question and produces examples and/or evidence 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 mark) The candidate demonstrates limited knowledge and understanding of political concepts/theories/institutions and processes. The candidate makes a limited attempt to address the requirements of the question and produces few or inaccurate examples and/or limited evidence to illustrate points made.</p>	<p>Level 2 (2 mark) 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>

GENERIC MARK SCHEME for part (b) questions (continued)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 1 (1 mark) The candidate demonstrates little knowledge and understanding of political concepts/theories/institutions and processes. The candidate makes little attempt to address the requirements of the question and produces few examples and/or little evidence to illustrate points made.</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>	
<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>

AS GOVERNMENT AND POLITICS

GENERIC MARK SCHEME for part (c) questions (Total: 25 marks)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (10–11 marks) The candidate successfully demonstrates accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationship between them, producing an answer that deploys relevant knowledge and understanding to address the requirements of the question and that demonstrates significant contextual awareness.</p> <p>The candidate's answer includes relevant evidence and/or examples to substantiate and illustrate points made.</p>	<p>Level 4 (7–8 marks) 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>Level 4 (5–6 marks) The candidate communicates clear, structured and sustained arguments and explanations making excellent use of appropriate political vocabulary. The response should be legible with few, if any, errors of spelling, punctuation and grammar. The candidate produces answers with a clear sense of direction leading towards a coherent conclusion.</p>
<p>Level 3 (7–9 marks) 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>Level 3 (5–6 marks) 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>Level 3 (3–4 marks) The candidate communicates arguments and explanations making good use of appropriate political vocabulary. The response should be legible but there may be occasional errors of spelling, punctuation and grammar. A conclusion is linked to the preceding discussion.</p>

GENERIC MARK SCHEME for part (c) questions (continued)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 2 (4–6 marks) 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>Level 2 (3–4 marks) 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>Level 2 (2 marks) The candidate attempts to develop an argument using basic political vocabulary. There are frequent errors of spelling, punctuation and grammar and legibility may be a problem. Where a conclusion is offered, its relationship to the preceding discussion may be modest or implicit.</p>
<p>Level 1 (1–3 marks) 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>Level 1 (1–2 marks) 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>Level 1 (1 mark) The answer relies upon narrative which is not fully coherent and which is expressed without using political vocabulary. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible. A conclusion is either not offered or it is not related to the preceding material.</p>
<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>

1

Total for this question: (40 marks)

(a) Briefly explain the term *de-alignment* used in the extract.

(5 marks)

The stimulus provides some useful triggers regarding AO1 with the better responses demonstrating full and accurate knowledge concerning the weakening relationship between social class and party support. Responses may start with the notion of greater 'alignment' when 'natural' party support was part and parcel of class identity for many of the electorate (the Pulzer point) which is then contrasted to the contemporary position (also outlined in the extract). The working class-Labour and/or middle class-Conservative link is likely to be mentioned or outlined within the response, with weaker responses merely reworking the stimulus without awareness of any dynamic between class membership and party support. Specific examples, including statistical material, may be provided. Weaker responses produce some relevant evidence drawn from the stimulus.

(b) Using your own knowledge as well as the extract, assess the impact of issue-voting on the results of general elections.

(10 marks)

Stronger responses, typically, demonstrate knowledge and understanding which embrace the nature of 'supermarket' voting with issues/policies taking precedence for many electors over other 'primacy' influences such as class, gender, age or ethnicity. Examples gaining AO1 credit might include New Labour's emphasis on education and health, or recent Conservative focus on asylum seekers and the euro. Some might offer speculative comment on Cameron's re-positioning of the Conservatives and, if plausible, this should gain credit.

There is no requirement for responses to include detailed material on issue-voting models of voting behaviour for credit at AO2. Rather an assessment is called for in which a supported judgement is made regarding the impact of an issue/issues on the level of party support. For example, low inflation/low interest rates/low employment might be related to Labour's success in 2001 on a historically low turnout ('hapathy') or Britain's military involvement in Iraq might be linked to declining electoral support generally in 2005 or the victory of George Galloway specifically. Some responses might link issues to specific election results in previous decades, such as Labour's trilogy of unpopular issues (council housing, unions and disarmament) in 1979 or the 'longest suicide note' of 1983 which preceded Conservative victories. The stimulus extract reminds candidates that a link still exists between class and party, which stronger candidates may explain as either resistance to issue-voting or explain as an accommodation with issue-voting.

Answers gaining maximum credit at AO3 are clearly communicated and make appropriate use of political vocabulary.

- (c) 'A link still exists between class and voting.' Discuss the extent to which social class still influences the voting behaviour of Britain's electorate. *(25 marks)*

Some candidates provide salient points and/or statistical evidence, normally with the latter being in the form of party support by class, from recent election(s) such as the 2005 General Election in terms of support from the main social classes, with Labour winning 40% and 50% of C and DE support respectively, and the Conservatives winning 37% and 36% support from classes AB and C1 respectively. The very strongest responses might compare these contemporary figures with post war 'alignment' in which two-thirds of the working class supported Labour and three-quarters of the middle class supported the Conservatives. Within AO1 there is no expectation that candidates refer to measures such as the Alford Index or provide sophisticated statistical interpretations but credit should be given to appropriate reference to the stimulus material.

The strongest answers provide plausible AO2 support for the discussion demanded in the set question, which includes informed judgements. Many are likely to argue that life-long primacy explanations of voting behaviour have declined as more immediate and volatile recency factors have grown in importance. However, whilst some might argue that social class now has little influence in an age of higher education levels, media dominance and catch-all parties, others might argue that social class remains more important than other primacy influences such as gender, age, or religion. Only ethnicity appears as (or more) influential in explaining voting behaviour than class, although there is a view that ethnicity is closely related to class. Analysis might also include comments on contemporary Britain in terms of the decline of traditional industries and the classes associated with them, middle-Britain, the rise of white-collar occupations, and increasing wealth and welfare. The very strongest responses might refer to academic controversy regarding the measurement of class influence on voting or argue that post-war 'alignment' was more the result of restricted opportunities to vote Liberal than actual class voting. Weaker responses note the stimulus comment on the weakening influence of class on voting but offer only a limited explanation why this appears to be the case.

Conclusions should address the set question and offer at least a general discussion and assessment of the influence of class on contemporary voting behaviour. Strong responses are structured and contain sustained arguments and explanations.

2

Total for this question: (40 marks)

(a) Briefly explain the term *direct democracy* used in the extract. (5 marks)

Some responses include definitions of democracy, reference to the Athenian model or general comment on the ancient Greeks within the ambit of AO1. Others develop references to referendums from the stimulus with the strongest demonstrating a clear contextual awareness of the term with the appropriate use of at least one example. The latter may include local referendums, internal party ballots, or referendums held in other political systems. Stronger responses are specific and accurate, with weaker responses simply referring to, for example, practice 'in Switzerland'.

(b) Using your knowledge as well as the extract, explain why national referendums have been restricted to constitutional decisions and not issues such as capital punishment or immigration. (10 marks)

Responses should, at minimum, demonstrate a basic AO1 knowledge and understanding of the subject matter of recent referendums with Scottish, Welsh and Irish examples accepted as relevant. Most responses refer to the UK-wide referendum of 1975 on Britain's continued membership of the EEC on renegotiated terms, although absolute accuracy is not necessary for full credit. Speculation on the topic matter of future referendums should receive appropriate credit. Some candidates are likely to go beyond the constraints of the set question and include local, regional or informal referendums.

Strong responses apply knowledge and understanding of referendums, such as their strengths and weaknesses, to the explanation demanded in the set question. Whilst some are likely to argue and provide a sound awareness of differing viewpoints that, for example, constitutional issues are qualitatively different from moral or social issues, others challenge the thrust of the set question by making useful comparisons. Within AO2 some responses are likely to argue, for example, that public opinion is fickle and sometimes is opposed to the welfare of minorities. Referendums would, then, run the dangers of representing the tyranny of the majority. With constitutional issues, it is the view of the majority that is wanted on 'yes/no' questions concerning arrangements regarding integration, devolution, etc. Some might argue that referendums have in fact been successfully held on moral issues, such as divorce, but that the issues cited in the set question remain of a different character. It might be argued that pre-existing prejudices rather than educated judgements are likely to be exercised in any referendum on immigration or capital punishment. Some weaker responses may focus unduly on emotional factors and provide far more example or illustration than is required for support but nevertheless display some basic awareness or simple evaluation.

Answers gaining maximum credit at AO3 are clearly communicated and make appropriate use of political vocabulary.

- (c) 'Referendums represent a more democratic form of participation than the opportunity to vote in elections.' Discuss. (25 marks)

Responses display knowledge and understanding of the salient points regarding referendums and voting, with the stronger demonstrating a full and accurate knowledge compared with the basic level of understanding of weaker candidates at AO1. Stronger responses may make reference to the 'advisory' nature of referendums within AO1 and proceed to question (AO2) the thrust of the stimulus statement contained in the set question. Examples of referendums, both past and proposed, as well as knowledge concerning voting in elections should be deployed. The former might include one or more of the following: 1975 on EEC continued membership, devolution in 1979 and 1997 and the Good Friday Agreement of 1998, London government in 1998 and the various local referendums for directly elected mayors and the NE regional assembly.

Within AO2, all responses should evaluate referendums and elections along democratic criteria with stronger responses displaying a sound awareness of the issues concerned and the weaker at least able to show some basic awareness. Some may argue, for example, that referendums represent popular sovereignty and popular participation in decision-making whereas voting at all levels still/only facilitates the procedures of indirect democracy. Evaluations are likely to involve assessments concerning the frequency of the voting act – whether its frequency at different levels alters the indirect process by which politicians make decisions – and the infrequent, but direct, involvement of the electorate through participating in referendums. Some responses may elaborate by examining different electoral systems which operate at different levels and comment on the differences which result. Others may develop further an earlier theme that referendums are radical in the democratic sense and may result in policies which are authoritarian or threatening to minorities. It is probable that the analysis from some candidates challenge the terms of the set question and argue that referendums and elections are not in competition but supplement each other. For example, certain issues require legitimation by the electorate in a way that a general election rarely can accomplish.

Credit should be given for responses which attempt to develop an argument within the discussion. The strongest communicate in a clear, structured and sustained manner. Conclusion should address the set question and offer at least a general evaluation of the set question quote.

3

Total for this question: (40 marks)

(a) Briefly explain the term *candidate selection* used in the extract. (5 marks)

Responses should demonstrate at least a basic knowledge of the process of candidate selection in terms of the party function of political recruitment. Stronger responses demonstrate AO1 knowledge and understanding that all MPs (and most councillors) are normally first nominated by political parties. The mechanics of candidate selection may be referred to in terms of likely candidates 'doing the round' of local parties in search of nomination.

(b) Using your own knowledge as well as the extract, assess the extent to which New Labour adopted policies from previous Conservative governments. (10 marks)

Responses should refer and develop relevant material drawn from the stimulus extract such as tax cuts, low inflation, promotion of a market economy and entrepreneurial activity. Knowledge and understanding might also embrace additional economic and non-economic policies such as foreign and defence policies, education, health, law and order, privatisation, asylum and immigration. Strong responses demonstrate accurate knowledge of New Labour, possibly discussed alongside 'old' Labour and the Thatcher and/or Major governments. There may be contextual awareness of political concepts such as neo-liberalism or the third way.

Analysis and evaluation involving the identification of parallels, connections, similarities and differences between New Labour and Thatcherite policies are contained within the informed judgements of strong responses. AO2 credit should be given in strong responses for making valid comparisons based on criteria such as rhetoric/reality. The stimulus assumptions may be challenged or questioned; for example, is New Labour a tax-cutting regime and were previous Conservative administrations tax-cutting? Responses should make an assessment which asks, for example, were New Labour/Conservative policies characterised by continuity or change or were some policies continued and others changed, and by what extent?

Answers gaining maximum credit at AO3 will be clearly communicated and make appropriate use of political vocabulary.

- (c) Analyse the view that power inside both the Conservative and Labour parties is now concentrated in their respective leaderships. (25 marks)

Strong responses are likely to demonstrate a full and accurate knowledge of party organisations and their characteristics or structures making references to constituencies, party headquarters, executive and policy committees, conferences, etc. There may be knowledge and understanding of the formal powers of constituency parties and the party leadership, interest-group influence such as the trade unions' role within Labour, One Member One Vote and other decision-making procedures such as internal party ballots. Examples of specific leaders/leaderships may be presented within AO1, such as the impact of Thatcher, Major, Hague, IDS, Blair, Brown, etc. AO1 might also include references to policies.

AO2 analysis may utilise or show awareness of the McKenzie/Michels/Beer frameworks, implicitly or explicitly, with comparisons based on elitist or pluralist accounts. The historical dimension may be explained by, for example, actual power structures of mass parties moving from pluralist to elitist structures. With the increased role of media managers, pollsters, focus groups, etc some responses are likely to portray modern parties as professional election-winning organisations rather than as mass parties. Catch-all rather than class parties in which power is concentrated in the leadership. Other responses might offer analysis which portrays factions or tendencies as vertical cleavages running from top to bottom of parties, rather than power being represented by the horizontal splits implied by the set question. Some responses use evidence or examples to support their arguments, such as the use of internal party ballots, which may be portrayed as either examples of plebiscitary democracy which allowed constituency parties to shape policy or a device which strengthened the position of the leaders (Hague and Blair). Other parallels and connections might involve, for example, the impact of declining or non-representative party memberships on party power structures. The absence of grassroots opinion in the election of Howard as Conservative leader may be discussed; also the impact on internal party structures of being the party of opposition or party of government on changing structures. Actual policies may be referred to as supporting evidence. Both parties should be considered in responses but not necessarily given equal weight.

Credit should be given for responses which attempt to develop an analysis within the argument. The strongest communicate in a clear, structured and sustained manner. Conclusions should address the set question and offer at least a general evaluation of the set question quote.

4

Total for this question: (40 marks)

- (a) Briefly explain the term *pressure group pluralism* used in the extract. (5 marks)

Responses show knowledge and understanding of the term by building upon the references in the stimulus extract through, for example, focusing on pressure group diversity and associated power relations. Clear contextual awareness might be demonstrated by use of an appropriate example or other relevant piece of evidence.

- (b) Using your own knowledge as well as the extract, examine how far the resources available to a pressure group are likely to influence its impact on government policy-making. (10 marks)

Sound responses should display knowledge and understanding of pressure group resources such as financial resources, possession of specialised and valued information, size and skills-quality of membership, density of membership, organisation and media contact, political contact, etc. A clear contextual awareness of group influence on government decision-making should be displayed and supported with evidence or examples from one or more levels (local, devolved, central and EU). References may be drawn from the stimulus or may include, for example, new policy cases or specific groups previously unmentioned.

Credit for AO2 should be given for investigation based on valid comparisons and assessments relevant to the set question and analyses which draw upon theoretical frameworks such as insider/outsider, networks/communities, interest/cause, corporatism. The measure of group resources should be linked to likely influence on policy, with strong responses providing contemporary examples to illustrate points made. Counter arguments within an investigation involving successful but apparently weak groups and unsuccessful but apparently strong groups should be given full credit. Strong responses might also differentiate regarding a group's impact on policy-making from damage-limitation to providing positive direction, or regarding Westminster and Whitehall, or regarding multi-level local-EU government (little-resourced can be successful locally but not at other levels, etc).

Responses gaining maximum credit at AO3 are clearly communicated and make appropriate use of political vocabulary.

- (c) A cabinet minister once described pressure groups as creatures which strangle efficient government. Discuss how justified this view is of pressure groups today. *(25 marks)*

Strong responses display a full and accurate knowledge and understanding of the role of pressure groups in government. A clear contextual awareness of different types of groups and the multifaceted nature of government, even simply at central level, should be evident together with one or more examples of groups interacting with government. Examples may be drawn from or related to the stimulus extract. There should be AO1 knowledge on the possible roles of pressure groups in, for example, scrutinising or shaping policy. Some responses may identify the Minister as Douglas Hurd and even correct the quote to 'serpents' rather than the more accessible 'creatures'.

In terms of argument and analysis strong responses are likely to differentiate between, for example, insider and outsider or interest groups and protest groups, etc. The notion of 'efficient government' will be explored in terms of, for example, fully-informed policy-making, overloaded or conviction-led government, etc. It can be expected that many responses challenge the thrust of the Minister's view, but nevertheless the case alluded to should be considered before any rejoinder is made. Responses are likely to consider and make a judgement on whether pressure groups make Britain ungovernable as a result of the thousands of active vested interests blocking policy-making and resulting in making government unworkable. Some may explore 'efficiency' in terms of responsiveness and argue that closed networks give some groups a privileged position which results in government being distanced from both electoral and parliamentary influences. Other responses are likely to argue that pressure groups help government to be efficient through consultation and the provision of advice and information which improves the quality of policy-making. It might be added that pressure groups provide a dynamic element in government by bringing new concerns on to the political agenda and thus ensuring social or economic progress, and that pressure groups improve the efficiency of government by strengthening the scrutiny, and accountability, of government policy-making. Different viewpoints should be expressed clearly through the application of appropriate concepts such as those mentioned above. Even weaker responses should show some basic awareness and make simple evaluations and comparisons.

Credit should be given for responses which attempt to develop an argument. The strongest communicate in a clear, structured and sustained manner. Conclusions should address the set question and offer at least a general evaluation of the set question quote. There should be a conclusion which evaluates the Minister's assertion.

ASSESSMENT OBJECTIVE GRID

AS Assessment Objective	Marks allocated by Assessment Objective Part (a) question	Marks allocated by Assessment Objective Part (b) question	Marks allocated by Assessment Objective Part (c) question	Total Marks by Assessment Objective
AO1	5	4	11	20
AO2	0	4	8	12
AO3	0	2	6	8
Total	5	10	25	40