



General Certificate of Education

**Government and Politics
1151/2151**

GOV4C Perspectives on Modern Politics

Specimen Mark Scheme

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

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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 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 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 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 30 mark questions (continued)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
A01	A02	A03
<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.</p> <p>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 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 a slight and incomplete knowledge and understanding of political institutions and processes and a limited awareness of the relationships between them.</p> <p>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.</p> <p>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.</p> <p>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 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>

Topic 1**Total for this topic: 40 marks**

(01) Identify the arguments claiming democracy is the most desirable form of government. (10 marks)

Candidates should outline arguments for democratic government. This will involve some comment on contrasting forms of government such as monarchy, tyranny, aristocracy and oligarchy. At the higher level, examples of systems of government from past or present should be given.

(02) Representative government does little to encourage active citizenship.' Discuss. (30 marks)

Candidates should demonstrate at the outset their recognition that the question centres on the nature and rationale of representative government and the problems thrown up in practice. They should demonstrate understanding of key terms relevant to the issue such as democracy, citizenship, participation and representative government.

Candidates should consider the principle of participation within a representative democracy and the forms it may take. Such formal means of participation in a representative democracy would include a wide range of activities such as voting, referendums, campaigning, party membership, lobbying and MPs' surgeries. They should also identify the areas in which representative government may be said to fall short of the ideal, raising issues such as party discipline, secrecy, unequal access to power, the preponderance of white, middle-class males in positions of power, electoral system shortcomings and broken manifesto promises. They may focus on the composition of existing assemblies, considering the proportionality of representation in terms of ethnicity, class, profession, gender and age.

Answers should note how participation can go beyond the ballot box and involvement in the parliamentary system to include a range of informal means, such as demonstrating, direct action, pressure group activity, party funding and elitist connections. They may ask whether such informal forms of direct participation are increasing and, if so, whether this is a symptom of failure in the working of a representative democracy. They may also consider direct democracy, the forms it can take and its weaknesses.

Candidates may argue that, despite its shortcomings, representative government is a necessary feature of the modern state, stressing the positive virtues such as regular elections, the capacity to remove governments and the superior judgement of the representatives compared with the masses. This may lead them to elaborate upon the limitations of the alternative of direct democracy.

At the higher levels, candidates should offer a theoretical consideration of the concept of liberal democracy and the elitist and Marxist critiques of this form of government. They should also introduce contrasting theories of representation and integrate them into their analyses. They may also consider a wide range of representative assemblies, including those of the devolved institutions of the UK. In addition, they may make comparative reference, particularly to the USA. They should present original and imaginative examples.

Conclusions should arise from the foregoing discussion and include a clear acceptance or refutation of the proposition in question or take an intermediate position.

Many of the above points are amenable to synoptic development. For example, the key concepts covered in Unit 1 can be used to develop the discussion in a coherent manner. Similarly, the issues and content of Unit 2 may be used to enhance the cogency of points raised in the answer. These, and any other synoptic elements of answers must be rewarded in accordance with the guidance given in the generic mark scheme.

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

(03) Outline the arguments claiming that globalisation is not a recent phenomenon. (10 marks)

Candidates should explain that relations across national borders through international diplomacy, colonisation and foreign trade had been present for a considerable time before the term 'globalisation' was coined. They may note that Britain has for long been at the centre of world affairs. At the higher level, candidates may argue that contemporary globalisation is of a different order to that of the past.

(04) 'Globalisation means that no modern government can be entirely free in shaping its domestic policy.' Discuss. (30 marks)

Candidates should demonstrate at the outset their recognition that the analysis should address the extent to which global forces constrain the actions of modern governments. Relevant terms and concepts such as economic, cultural and political globalisation should be defined. There should be some discussion of the concept of the territorial state, national autonomy and state sovereignty. It may be argued that these are changing as a result of globalisation. At the heart of the answer should be an outline of the various ways in which countries, international corporations, NGOs and political associations operate across national borders.

Candidates may show how limitations on government actions arise from various political factors such as capital flows, the need to attract inward investment, footloose capital, mobile firms seeking low-tax regimes and flexible (non-unionised) labour forces, international obligations, threats of sanctions, opposition from anti-capitalist activists, and violence and terrorism. There is much scope for candidates to give examples in terms of the policies and behaviour of various international actors. The role and power of international institutions such as the World Bank, the IMF, the United Nations, NATO and the WTO may be examined. The operations and influence of multinational and transnational corporations is also relevant, as is the nature, behaviour and influence of non-governmental organisations (NGOs). There should also be some reference to Britain's 'special relationship' with the USA and membership of the EU. Environmental imperatives such as the Kyoto agreement could also be considered.

At the higher levels, candidates should provide original and imaginative examples of particular governments and policies that have been influenced or constrained by global factors. They may support arguments with statements made by governments, ministers and other actors on the impact of globalisation on domestic politics. Their analyses may also use advanced concepts relating to power within the world such as hegemony, imperialism, colonialism, neo-colonialism and cultural imperialism. Candidates may choose to challenge the assertion in question, to argue that the impact of globalisation is generally overstated. Some may seek a middle road, arguing that, despite global forces, governments retain a significant degree of control over domestic policy. Whichever way the argument is developed, examples must be given to illustrate the points made.

Conclusions should arise from the foregoing discussion and contain a clear acceptance or refutation of the proposition, or take a middle position.

This question provides an opportunity for candidates to draw upon material studied elsewhere in the A level course. For example, the concepts of representation, parliamentary sovereignty, accountability may be used effectively here. Also their studies of the European Union and its impact on the Westminster Parliament at AS will have provided candidates with relevant material. All synoptic references must be acknowledged and rewarded appropriately.

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

(05) Explain the difference between revolutionary and evolutionary change in politics. (10 marks)

Candidates are asked to consider the two important forms of change that can take place in politics, and which lie at the heart of this perspective on the subject. They should explain that the one characteristically aims for a complete (and often violent) break with the past while the other tends towards continuity, producing only small degrees of change. At the higher levels they may argue that evolutionary changes can eventually amount to large-scale shifts in institutional structures and policy. Some candidates may refer to the ancient Greek usage of the term 'revolution' to mean a recurring pattern of change. They may also give examples to illustrate arguments.

(06) 'In politics, proposals for reform and change will always come up against calls for tradition and continuity.' Discuss. (30 marks)

Candidates should demonstrate at the outset their recognition that the analysis should seek to assess the tension between those advocating change or reform and those offering resistance. They should recognise that this is an issue permeating virtually all political debate. They should show an understanding of the basic concepts at the heart of the question, such as change, reform, tradition and continuity.

There is ample scope for relevant examples and the apt choice of these is one of the important demands of the question. Dimensions of change include policy change, cultural change, constitutional change and institutional change. Areas that could be cited include moves to reform parliament (Lords and Commons), the constitution, the electoral system, provincial and regional assemblies, bureaucracies at various levels, local government systems, the executive and the judiciary. In addition, or alternatively, candidates may refer to substantive policy areas such as education, foreign policy, economic policy. Candidates could also examine historical factors, citing reformist movements such as the Chartists, the suffragettes, environmentalists and feminists. It is important that candidates also recognise the forces for continuity, such as bureaucratic resistance, ancient institutions, public opinion, the media and those (classes and individuals) with vested interests in the *status quo*.

At the higher levels, candidates should bring in the ideological dimension, looking at conservatism and a range of reformist ideologies such as Marxism. They will also take a deeper analytical view, contrasting real change with apparent change (i.e. window-dressing) and noting that unobserved change may be taking place beneath a surface of continuity. They will also present original and imaginative examples.

Conclusions should arise from the foregoing discussion and should contain a clear acceptance or refutation of the proposition that the issue of reform and change versus tradition and continuity is a ubiquitous feature of politics.

Candidates earlier studies at AS level will provide material for candidates to demonstrate a full understanding of the subject. Synoptic references must be fully rewarded in accordance with the guidance in the generic mark scheme.

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

(07) Outline the reasons why devolution might strengthen the unity of the UK. (10 marks)

Candidates should recognise that for a long time this was a political party debate in the UK, with the Conservatives arguing that devolution would lead to the break-up of the union and Labour claiming that it would strengthen it. The key argument for the latter is that the degree of independence offered through devolution will undermine the case of those, such as the nationalist parties, calling for complete separation.

(08) 'Devolution to Wales, Scotland and Northern Ireland reflects contrasting motives and aspirations.' Discuss. (30 marks)

Candidates should demonstrate at the outset their recognition that the analysis should seek to compare and contrast the characters of the nationalist movements in the UK. Candidates should also show understanding of terms and concepts relevant to the discussion such as decentralisation, devolution, deconcentration, nationalism, regionalism, sub-national governance and independence movements.

Answers should outline and discuss the conflicting demands and aspirations of the various political movements, illustrating them with examples. Candidates should show an understanding of the recent historical context preceding the devolution referendums and the emergence of the regional assemblies. There should be reference to the characteristics of the different nationalist movements and to the varying political forces leading to devolution. Candidates should discuss cultural differences and similarities between the nations involved and offer some explanation for these, deriving from factors such as political cultures, the personalities involved in the politics, and the histories of the nations. There should also be reference to the differing devolution settlements and the extent to which these reflect varying aspirations of the respective nationalist movements.

At the higher levels, candidates may consider theories relevant to the devolution of power. They could also elaborate on the concept of the United Kingdom, the idea of territorial politics, the concept of multi-level governance and of levels of politics beyond the central state. Some candidates may argue that national aspirations have not yet been fully met and that further developments may take place.

Conclusions should arise from the foregoing discussion and should be clearly focused on the essential question of the contrasting characters of the nationalist movements within the UK.

Concepts, issues and debates covered elsewhere in the specification may be used in answers to this question. All synoptic references must be acknowledged and assessed in accordance with the guidance in 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