



General Certificate of Education

Government and Politics 5151/6151

GOV2 Parties and Pressure Groups

Mark Scheme

2006 examination –January series

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

CRITERIA FOR MARKING AS/A2 GOVERNMENT AND POLITICS

Introduction

The AQA's revised Government and Politics specification has been designed to be objectives-led in that questions are set which address the assessment objectives published in the specification. The assessment objectives for A Level and AS are the same, but the weightings are different at AS and A2. Details of the weightings are given in paragraphs 7.2 and 8.4 of the specification.

The schemes of marking reflect these objectives. The mark scheme which follows is of the *levels of response* type showing that candidates are expected to demonstrate their mastery of the skills required in the context of their knowledge and understanding of Government and Politics. Mark schemes provide the necessary framework for examiners but they cannot cover all eventualities. Candidates should be given credit for partially complete answers. Where appropriate, candidates should be given credit for referring to recent and contemporary developments in Government and Politics.

Consistency of marking is of the essence in all public examinations. It is therefore of vital importance that assistant examiners apply the marking scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other options.

Before scrutinising and applying the detail of the specific mark scheme which follows, assistant examiners are required to familiarise themselves with the general principles of the mark scheme as contained in the Assessment Matrix.

Using a levels of response mark scheme

Good examining is about the **consistent** application of judgement. Mark schemes provide a framework within which examiners exercise their judgement. This is especially so in subjects like Government and Politics which in part rely upon analysis, evaluation, argument and explanation. With this in mind, examiners should use the Assessment Matrix alongside the detailed mark scheme for each question. The Assessment Matrix provides a framework ensuring a consistent, generic source from which the detailed mark schemes are derived. This supporting framework ensures a consistent approach within which candidates' responses are marked according to the level of demand and context of each question.

Examiners should initially make a decision about which Level any given response should be placed in. Having determined the appropriate Level the examiners must then choose the precise mark to be given within that Level. In making a decision about a specific mark to award, it is vitally important to think first of the mid-range within the Level, where that Level covers more than two marks. Comparison with other candidates' responses to the same question might then suggest whether the middle mark is unduly generous or severe.

In making decisions away from the middle of the Level, examiners should ask themselves questions relating to candidate attainment, including the quality of language. The more positive the answers, the higher should be the mark awarded. We want to avoid "bunching" of marks. Levels mark schemes can produce regression to the mean, which should be avoided. A candidate's script should be considered by asking "Is it:-

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced or markedly better in some areas than others?
- generally coherent in expression and cogent in development (as appropriate to the level awarded)?
- well presented as to general quality of language?"

The overall aim is to mark positively, giving credit for what candidates know, understand and can do.

AS GOVERNMENT AND POLITICS (GOV1, GOV2, GOV3)**GENERIC MARK SCHEME for part (a) questions (Total: 8 marks)**

	Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
	AO1	AO2	AO3
	<p>Levels 3–4 (3–4 marks) The candidate successfully demonstrates accurate or generally accurate knowledge and understanding of political data, concept(s) or term(s).</p> <p>Where appropriate, the candidate is able to illustrate his/her answer with relevant evidence/example(s).</p>	<p>Levels 3–4 (2 marks) The candidate provides an appropriate analysis of political data, concept(s) or term(s) showing an awareness of differing viewpoints where appropriate.</p>	<p>Levels 3–4 (2 marks) The candidate communicates clearly and effectively using appropriate political vocabulary.</p>
	<p>Levels 1–2 (1–2 marks) The candidate demonstrates slight or basic knowledge and understanding of political data, concept(s) or term(s).</p> <p>The candidate may illustrate his/her answer with evidence/example(s) of limited relevance.</p>	<p>Levels 1–2 (1 mark) The candidate provides a superficial or partial analysis of political data, concept(s) or term(s).</p>	<p>Levels 1–2 (1 mark) The candidate communicates with limited clarity and effectiveness using a limited political vocabulary.</p>

AS GOVERNMENT AND POLITICS (GOV1, GOV2, GOV3)

GENERIC MARK SCHEME for part (b) questions (Total: 22 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 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 (4 marks) The candidate communicates clear arguments and explanations using accurate political vocabulary. 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 marks) The candidate communicates arguments and explanations using some political vocabulary. A conclusion is linked to the preceding discussion.</p>

GENERIC MARK SCHEME for part (b) 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. 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. A conclusion is either not offered or it is not related to the preceding material.</p>

1

Total for this question: 30 marks

(a) Explain the term *New Right* used in the extract.

(8 marks)

Candidates may refer to neo-liberalism or Thatcherism, elaborating the points made in the stimulus concerning limited government and free markets as well as maximising individual choice. The New Right might be identified as a single tendency or a number of different but related tendencies. Examples of policies might include the movement of public sector assets into the private sector, resistance to trade union power, monetarism, welfare reforms and lower taxation. Individuals may be referred to such as Sir Keith Joseph or Milton Friedman.

(b) ‘The values of New Labour are based on the values of Thatcherism.’ Discuss.

(22 marks)

Candidates might consider briefly old Labour’s philosophy in order to illuminate that of New Labour. New Labour might be portrayed as a pro-market party, somewhat similar to Thatcherism, but not necessarily committed to minimal, or even limited, government. Candidates might explore, for example, continued encouragement of competition within local government and welfare services such as education and healthcare, albeit modified from the Thatcherite forms. They might focus on New Labour’s emphasis on individualism and individual responsibility with reference to policies such as pensions and higher education, drawing parallels with Thatcherite programmes. There may be wider issues which have relevant consequences, such as New Labour’s cool relationship with the trade union movement. There may be specific reference to the third way, stake-holding or communitarianism when exploring New Labour’s philosophy and drawing comparisons. They may note the mix of collectivist and individualistic values, but observe the preference for authoritarianism/populism found in aspects of Thatcherism. Some might argue that Thatcher/Major and Blair have built a new neo-liberal consensus distinctive from the old social democratic/Labour and one-nation Toryism which underpinned the postwar settlement. Others may see clear distinctions between New Labour and Thatcherism, such as New Labour’s emphasis on anti-poverty, social engineering, constitutional reform, etc in which the State continues to play a major, if changed, role. There may be reference to policies such as the New Deal’s ‘hand up (New Labour) not hand out’ (old Labour). They might focus on New Labour’s more complex approach to privatisation, the EU, etc. Consequently, there may be little in the way of recognition of any substantial consensus between Thatcherism and New Labour. Others may draw mixed judgements.

2

Total for this question: 30 marks

- (a) Explain the term *extra-parliamentary organisations* used in the extract. (8 marks)

Candidates may identify elements of extra-parliamentary organisations such as constituency parties, conferences, policy fora and headquarters. There may be comment on the declining (or ageing) membership of mass party memberships, or recent reforms, or connections with parliamentary and leadership elements in terms of, for example, their top-down or bottom-up natures. There may be comment on the political attitudes of respective grassroots, frequently closer to ideological roots, or functions, such as candidate selection.

- (b) ‘Major political parties may claim to be democratic organisations but in practice they are not.’ Discuss. (22 marks)

Candidates might consider the functions of mass and parliamentary parties in terms of policy-making and/or candidate selection. Reforms in both areas might be referred to. Some candidates might refer to contested accounts of parties’ power structures, with or without mentioning Michels, Beer, McKenzie, etc, portraying parties as either elitist or pluralist in nature. The assessment is likely to be assisted with reference to examples such as the Howard leadership election in the Conservative Party in which the mass party was excluded, unlike the IDS election in which there was a parliamentary/mass party split. There may be a focus on numerous conference ‘policies’ which have been routinely ignored by the parliamentary party leadership, such as Labour and pension restoration. There may be consideration of party policy, especially Labour, on Iraq (stretching the loyalty of MPs), foxhunting (assertion of MPs against leadership’s preference) or super-casinos (leadership climbdown). Some may argue these or similar examples with reference to the impact of the government/opposition variable mentioned in the stimulus. Recent reforms, such as the use of internal party referendums on policy by Hague or Clause 4 by Blair, may be interpreted either as introducing greater grassroots democracy to parties or as measures which actually strengthened the position of the parliamentary leadership over the mass party. Some may refer to modern techniques of obtaining wider opinion which arguably have replaced grassroots participation, such as polling and the use of focus groups. Finally, others may refer in part to the role of parties in a democracy.

3

Total for this question: 30 marks

(a) Explain the term *single-issue campaigns* used in the extract.

(8 marks)

Candidates might contrast single-issue campaigns with either more diverse campaigns, such as environmental, or with political parties. Examples of single-issue campaigns might be provided, such as the Snowdrop Campaign, and contrasted with ‘multi-issue’ campaigns such as the Countryside Alliance. Some might point out that, occasionally, single-issue campaigns act like political parties without being meaningful political parties for reasons of publicity, such as the Kidderminster Hospital or Respect campaigns. Other aspects of single-issue campaigns may be explored briefly, such as political behaviour, resources, membership or media links.

(b) Examine reasons why some pressure groups largely base their campaigns on media coverage.

(22 marks)

Candidates might frame their responses around one or other pressure group typology; for example, by focusing on the position of outsider groups (possibly competing with insider groups) which are denied relatively easy access to Whitehall/Westminster, or by contrasting new social movements with orthodox pressure groups emphasising the strategy of the former as more concerned with changing society than with short-term changes in policy. Examples should be cited to illustrate arguments, such as the Countryside Alliance, the media stunts of Fathers 4 Justice or the Snowdrop Campaign cited in the extract. Discussion might include the benefits of media coverage in championing an issue or cause – possibly citing the orthodox argument that a minute sound bite on television is worth more to a group than a supporting speech in Parliament or that, conversely, media coverage helps gain access to Westminster as interested politicians pick up the cause or possibly jump on the bandwagon. The role of the press and radio might also be included with some candidates mentioning examples local to them as part of their responses. A few candidates might see mediagenic activism as a relatively new trend in pressure group activity – for example, farmers lobbying conventionally through the NFU but also more dramatically through Farmers For Action which is much more likely to receive media coverage. The educative role of the media might be related by some to the goals of new social movements, such as the green movement’s anti-GM activities. Others might assess media coverage in terms of other resources commanded by groups. Limited membership, weak support, restricted finances or blocked access might leave media coverage as an important resource. Candidates should provide a conclusion why some groups base their campaigns in large or most part on media coverage.

4

Total for this question: 30 marks

- (a) Explain the term *insider relations with local councils* used in the extract. (8 marks)

Candidates attempt the conventional definition of insider relations but apply to the context of local government (possibly devolved) and links with councillors and officers. Local groups which have relatively easy access to local government are mentioned in general terms in the stimulus and some candidates may give specific examples in their answers. Such groups may be contrasted with ‘outsider’ local pressure groups, which may be defined or illustrated in a more specific manner than the general descriptions included in the stimulus.

- (b) ‘Some pressure groups are more likely to be successful at the local level than at national or international levels.’ Discuss. (22 marks)

There may be some assessment or analysis which generally distinguishes the local from the national and international – nature of issue, size of membership, resources required, etc which will form the framework for discussing the set question. Exceptions may be noted. Candidates may consider the importance of locality – possibly adopting an ‘all politics is local’ type of perspective and explore the responsiveness of local government in terms of being ‘nearer the people’. Different types of pressure group goals and different levels of decision-making bodies. Candidates will consider the resources of groups and their likely effectiveness at various levels of government and politics. Resources necessary for a group to get heard at higher levels. Some candidates may consider the difficulty in wielding influence at national or EU levels where, regarding the latter, there are thousands of groups active in Brussels attempting to influence the Commission. Some may mention the activity of often weak and fragmented Eurogroups. Others may argue that certain groups, such as those representing financial interests in the City, have easy insider influence on, for example, the Treasury or Bank of England. Other powerful groups are very influential in farming, defence and health. However, these may be exceptions in terms of the resources at hand. The conclusion makes a reasoned judgement, supported by examples, on the likelihood of pressure group success at the varying levels of government.