

# GCE 2004

## *June Series*



# Mark Scheme

## Government and Politics *AS Unit 2 – Parties and Pressure Groups (GOV2)*

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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.

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## 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)**

	<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
	<p><b>Levels 3-4 (3-4 marks)</b> 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><b>Levels 3-4 (2 marks)</b> The candidate provides an appropriate analysis of political data, concept(s) or term(s) showing an awareness of differing viewpoints where appropriate.</p>	<p><b>Levels 3-4 (2 marks)</b> The candidate communicates clearly and effectively using appropriate political vocabulary.</p>
	<p><b>Levels 1-2 (1-2 marks)</b> 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><b>Levels 1-2 (1 mark)</b> The candidate provides a superficial or partial analysis of political data, concept(s) or term(s).</p>	<p><b>Levels 1-2 (1 mark)</b> 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)**

	<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
	<p><b>Level 4 (10-11 marks)</b> 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><b>Level 4 (7 marks)</b> 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><b>Level 4 (4 marks)</b> 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><b>Level 3 (7-9 marks)</b> 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><b>Level 3 (5-6 marks)</b> 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><b>Level 3 (3 marks)</b> 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)

	<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
	<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
	<p><b>Level 2 (4-6 marks)</b> 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><b>Level 2 (3-4 marks)</b> 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><b>Level 2 (2 marks)</b> 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><b>Level 1 (1-3 marks)</b> 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><b>Level 1 (1-2 marks)</b> 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><b>Level 1 (1 mark)</b> 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>

**June 2004****Unit GOV2 – Parties and Pressure Groups****1****Total for this question: 30 marks**

- |  |           |
|--|-----------|
| (a) Explain the term <i>parliamentary party</i> used in the extract. | (8 marks) |
|--|-----------|

Reference to party representatives elected to Westminster (or Scottish Parliament) who will act as a disciplined block when voting. Parties' backbenchers may meet separately from the leadership, as in the case of the PLP and 1922 Committee. Mass or extra-parliamentary party located in the HQ, regional and constituency organisation.

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|--|
| (b) "It is always difficult to be a successful leader of a party in opposition." Discuss. (22 marks) |
|--|

Introductory discussion may consider the particular difficulties facing such leaders – their parties may have just lost office (or failed to win office) in the most recent general election. The party may be demoralised both in and out of parliament. Effect of opinion polls, if low, on morale. Authority of leader less than that of the PM and has far fewer resources.

Parties may divide in opposition – post mortems seek to blame, old scores settled. Difficult search for a new 'winning' identity. Labour in the 1980s, Conservatives today.

Leader has lower status than PM. Public perceptions. Media treats with less respect. Credibility as national leader has to be forged. Difficult when government is popular – dilemma for Foot, Hague.

Leader has little patronage to dispense in order to win the loyalty of rivals. Labour elects its shadow cabinet. Leadership bids from rivals, e.g. IDS fends off Portillo in Spring 2003.

Exceptions when government of the day is unpopular and opposition party and its leader look more attractive. Major against Blair.

Difficulty in formulating 'policy' in opposition without a civil service, etc. Subject to charges of 'vagueness', etc.

Special case of third parties of opposition, such as Lib-Dems at Westminster.

Conclusion makes an appropriate assessment(s).

**2****Total for this question: 30 marks**

- |   |           |
|---|-----------|
| (a) Explain the term <i>ideologies</i> used in the extract. | (8 marks) |
|---|-----------|

These may be described loosely as a set of related political ideas or as a coherent body of ‘philosophy’ which dictates political action. Generally, British politics characterised by the former. Often set against pragmatism. Examples may be cited, including socialism, liberalism, conservatism, feminism, ecologism and fascism.

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|--|------------|
| (b) “A positive image is more important to a party’s success than a coherent ideology.” Discuss. | (22 marks) |
|--|------------|

Discussion may distinguish between programmatic/pragmatic parties, or consider through some related conceptual device, including the nature of success or the meaning of a positive image.

Ideology often more attractive to grassroots than voters. Also a coherent ideology risks dividing a party (which is generally an ideological coalition).

A coherent ideology may, however, legitimise the ‘thrust for power’ by giving the party a radical purpose which is electorally popular (Labour in 1945).

Positive image may be associated with ‘competence’ and be effective for a catch-all party winning many uncommitted voters. Or could be fragile if the result of spin.

Case studies may be cited within the argument, such as the “Iron Lady” and Thatcherism or Blair and the Third Way.

Conclusion which makes an evaluation.

**3****Total for this question: 30 marks**

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|--|-----------|
| (a) Explain the term <i>access points</i> used in the extract. | (8 marks) |
|--|-----------|

Concerning points where pressure groups can exert influence on decision-makers in the political system. Multi-level government has increased such points, not only at local, Westminster and Whitehall, but also at mayoral, devolved and Brussels levels. Access may be via elected representatives or officials. Some groups prefer to influence public opinion, but this is not generally understood to form an access point or route.

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|---|------------|
| (b) “Groups seeking maximum influence should focus on officials and civil servants, not on elected politicians.” Discuss. | (22 marks) |
|---|------------|

Discussion of groups focusing on targets where power is concentrated regarding policy-making of concern to them. Westminster or Whitehall – or belt and braces?

Politicians – advantages of ‘friendly’ representatives concerning ‘early warning’ of legislation, publicity, occasional influence including ‘damage limitation’ to group’s interests.

Politicians may be able to modify – standing committees. Influence of public opinion. Local government, etc.

Whitehall/officials. Advantages of contact with policy-makers. Policy networks. Incorporation of groups into policy process. EU committees. Twin track – increased lobbying of MPs (and Lords). Belt and braces. Discussion, which may cite examples and reach a reasoned judgement.

**4****Total for this question: 30 marks**

- (a) Explain the phrase *political participation through pressure groups* used in the extract. (8 marks)

Political participation can take a number of forms – increasingly popular participation is through pressure groups rather than political parties. Participation can occur at a variety of levels from near passivity to high activism. Examples may be provided such as joining, attending meetings, standing for office, direct action, etc.

- (b) “Pressure groups make already powerful interests even more powerful.” Discuss. (22 marks)

The introduction may consider the role of pressure groups in a democracy – providing an additional opportunity for consultation between government and the governed, or opportunities for the better resourced to wield greater influence?

Unequal resources – rich groups such as the CBI can ensure influence through secretariat connections in Westminster, Whitehall, Brussels, etc. Groups with few resources unable to compete since fewer access points available. There should be some justification when power is equated with size of membership.

Expertise available to richer groups – legal, professional, etc.

‘Poor’ sections of society may be represented in pressure group politics – poor, elderly, homeless, sick indirectly represented through professionals who treat them as clients. Public sympathy. Resources available may restrict activities. Expertise may be greatest political lever. Some groups, the most disadvantaged, may not be represented at all in pressure group politics (drug addicts, unemployed).

Conclusion makes the necessary assessment. Some may refer to occasions when powerful groups, such as the CBI, are out of favour with the government and when less well resourced groups, such as Stonewall, find a sympathetic hearing from government.