

GCE 2004
June Series



Mark Scheme

Government and Politics

AS Unit 3 - Features of a Representative Democracy (GOV3)

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)**

	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>

Unit GOV3 – Features of a Representative Democracy

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

(a) Explain the term *qualified majority voting* used in the extract. (8 marks)

Accept voting procedures for certain issues in Council of Ministers, weighted voting strength relates to population, etc. but, for higher marks, additional information (e.g. contrast with simple majority/unanimity, etc.). Explanation only required, but also accept analysis if relevant to why QMV (e.g. prevents large countries from being held to ransom by smaller countries).

(b) Examine the case for strengthening the powers of the European Parliament. (22 marks)

Candidates should demonstrate knowledge and understanding of powers of European Parliament, e.g. monitors Commission/Council of Ministers; power to reject budget; removal of Commission; scrutiny work (e.g. through specialised committees); limited but growing legislative role.

Having explained the above, candidates should analyse the power of the European Parliament by, for example, analysing limitations of power (e.g. power relative to Commission/Council of Ministers, limited legislative power, e.g. advisory, secondary, few powers to control Council of Ministers, can only remove whole Commission, two meeting places); considering ‘informal’ power (e.g. elected, legitimacy, accountable) as well as formal power; and discussing why limited power (e.g. strength of national governments through Council of Ministers). Here candidates should specifically consider the case for strengthening the European Parliament (e.g. reduces ‘democratic deficit’, increases legitimacy, reinforces accountability) and/or for not strengthening (e.g. present arrangements retain power with Council where national interests can prevail, less threat to Westminster).

For higher marks, candidates should give examples of power (and limitations) of European Parliament, (e.g. forced resignation of Commission); draw relevant contrasts and parallels (e.g. with executive dominance of Westminster); and use relevant concepts (e.g. legitimacy, democratic deficit, co-decision, sovereignty).

2

Total for this question: 30 marks

(a) Briefly explain the difference between *councillors and MPs*. (8 marks)

Accept councillors elected to local authorities whereas MPs to House of Commons. Other relevant differences also accepted, and normally expected for higher marks (e.g. MPs' constituencies larger than councillors' wards, councillors deal with local issues, MPs with national/international issues, councillors only part-time, MPs less tied to party line). Similarities (e.g. both directly elected, represent wards/local communities, deal with constituents' complaints etc.) can also be accepted for higher marks so long as relevant differences also identified.

(b) Discuss the view that "most MPs tend slavishly to follow the party line." (22 marks)

Candidates should demonstrate knowledge and understanding of MPs following party line (rarity of backbench rebellions; rarity of government defeats, etc.).

They should then discuss why the tendency to follow party line (e.g. party loyalty, constituency pressures, whips, payroll vote, collective responsibility of ministers, prime ministerial patronage, etc.) and exceptions to the above (e.g. free votes, issues of conscience, divisions/factions within parties, etc.). 'Slavishly' (e.g. some backbench rebellions, some government defeats and some regular rebels) might be supported or contested. Where possible, arguments should be supported by examples, (e.g. Iraq: Tories and Europe). For higher marks, answers include relevant parallels and contrasts (e.g. with councillors) and use relevant concepts (e.g. representatives, executive dominance, elective dictatorship).

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

(a) Briefly explain why *quangos* may be criticised for being undemocratic. (8 marks)

Accept from extract not directly elected, no direct accountability, etc. For higher marks, other relevant explanations, (e.g. appointed by politicians, patronage, limited openness/access, unrepresentative, etc.).

(b) “Quangos are far too useful to be abolished.” Discuss. (22 marks)

Candidates should show accurate knowledge and understanding of term ‘quangos’, definitions, types, numbers, examples.

They should then address ‘useful’. Discussion should include the following: advantages of quangos (e.g. advice, arm’s length, depoliticisation, specialisation, service delivery, etc.); aspects of usefulness to politicians (e.g. patronage, ability to by-pass other elected institutions, party advantage, etc.); possible difficulties created by abolition (e.g. increased workload on local and central government); disadvantages of quangos (e.g. undemocratic, lead to fragmented government, abuse to patronage, by-passing of elected institutions); contrasts and parallels with other bodies (e.g. task forces, House of Lords). Possible both to agree with contention in stimulus and/or to argue that problems, etc. associated with quangos outweigh their advantages. Concepts (e.g. illegitimate, unrepresentative, democratic deficit and democratic gain) are appropriate.

4

Total for this question: 30 marks

(a) Explain the phrase *primus inter pares* (*first among equals*) used in the extract. (8 marks)

At minimum, understanding that *primus inter pares/first among equals* refers to arrangements where PM has no real dominance/pre-eminence over other ministers. For higher marks, look for additional information (e.g. equate with cabinet government as opposed to prime ministerial government; explain why, in modern times, PM no longer equal to other ministers).

(b) Discuss the view that “the Cabinet no longer makes the key decisions”. (22 marks)

Discussion should include: the Cabinet system (including Cabinet committees and Cabinet Office); Cabinet functions (including policy making); Cabinet composition.

Answers should then address the Cabinet’s decision-making role (including recognition that role of Cabinet usually depends on nature/circumstances, etc. of the decision, and that Cabinet may still take some key decisions) and contain relevant examples. Other influences on decision-making including the Prime Minister (and Prime Minister’s Office), internal (e.g. department, civil servants, bilaterals, special advisors, task forces) and external (e.g. party, pressure groups, media) are relevant. ‘No longer’ (e.g. reduced role of Cabinet over time, differences under Blair and other recent PMs) and ‘key’ (e.g. Cabinet does/does not discuss very important decisions, such as Iraq war) should be addressed for higher marks. Concepts, e.g. prime ministerial government, cabinet government, collective, collegiate, presidential, etc. are appropriate.

Accept prime ministerial/cabinet government material where relevant and so long as does not take over the answer.