



## General Certificate of Education

# Government and Politics

## 5151/6151

*GOV3 Features of a Representative Democracy*

# Mark Scheme

*2005 examination - June 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.

## Government and Politics

### CRITERIA FOR MARKING AS/A2

#### 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>

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## Features of a Representative Democracy GOV3

1.

Total for this question: 30 marks

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| (a) Explain the term <i>devolved assemblies</i> used in the extract. (8 marks) |
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Accept Scottish Parliament and Welsh Assembly or similar. For higher marks, additional information (eg differences between Scottish Parliament and Welsh Assembly; powers of each; election system different from MPs; etc) or use of appropriate concepts, eg representatives, democracy, etc.

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|---|
| (b) 'Although its composition is undemocratic the House of Lords is too useful simply to be abolished'. Discuss. (22 marks) |
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Knowledge and understanding of both the composition (including unelected Peers from extract) and powers (including legislative revision role from extract) of the House of Lords. Both parts of the question, ie undemocratic composition **and** usefulness of role, are to be addressed for higher marks. Undemocratic membership should show knowledge and understanding of different types of peers, in particular hereditary and life peers, but reward others such as Law Lords, Spiritual, and People's Peers. For higher marks, some awareness of recent changes, particularly Wakeham, changes with hereditaries, Lords Appointments Commission and of other reform proposals. Usefulness of role should include initiating and revising legislation, discussion/deliberation; political recruitment, etc as well as awareness of delaying powers. Possible to agree or disagree with the contention in the stimulus; or to argue for the pre-Blair position or the current arrangement. Analysis might include discussion of whether usefulness is sufficient/insufficient to justify retention of undemocratic composition; whether, and why, reform (eg an all-elected chamber) is preferable to abolition; whether lack of consensus about reform justifies/or does not justify abolition; and issues related to Prime Ministerial patronage; party representation in the 'Lords'; and the impact of 'Lords' reform/abolition on 'Commons'. Reward analysis which used developed concepts (eg democratic deficit, eg executive dominance). Also reward awareness of ongoing reform debate and promised changes (eg Abolition of Lord Chancellor), but high marks are possible without this.

2.

**Total for this question: 30 marks**

(a) Explain the term *European Council of Ministers* used in the extract. (8 marks)

Accept dominant body/key decision-making body within the EU or similar. For higher marks, some relevant additional information, eg role in EU policy making; composition; members reflect national rather than European outlook; rotating presidency; voting processes; relations with national governments/other EU institutions, etc. Accept and reward likely changes following ‘enlargement’/ EU constitution, but full marks possible without this.

(b) Discuss the view that local government brings government ‘closer to the people’. (22 marks)

Knowledge and understanding is required of composition, functions, structure, etc of local government and relations with other tiers of government. Analysis should focus on ‘brings government closer to the people’. Possible to argue either for (eg councillors election by local people; lowest level of government; services impact directly on people’s lives; councillors live/work locally; smaller constituencies than MPs, MEPs, SMPs, AMs, etc) or against (eg most important services provided by government at higher levels; low turnout/public apathy; councillors’ social composition unrepresentative; central control/party allegiances inhibit local responsiveness; transfer of some services to local quangos/privatisation, media focus on national rather than local government, etc) or a combination of both. Reward answers which recognise that some local authorities which cover large populations, eg unitaries, are not particularly close to people and which show awareness of up-to-date developments and proposals (eg executive leadership/Best Value/community orientation/regional assemblies) and use these in a relevant context. Reward relevant discussion of shift from local government to local governance, but highest level marks possible without this.

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

(a) Explain the term *ministers* used in the extract.

(8 marks)

Accept membership of government, political leadership of departments, etc. For higher marks, relevant additional information such as types of ministers (eg Cabinet/Non-Cabinet); roles (eg policy making); relationships (eg with civil servants); conventions (eg ministerial responsibility); party affiliation (eg normally from majority party); other duties (eg parliamentary; changes arising from Next Steps, etc). Reward accurate examples.

(b) 'Quangos have a number of positive features.' Discuss.

(22 marks)

Knowledge and understanding is required of term quangos, definitions, numbers, examples, etc. Analysis of 'many positive features' is given a steer with reference in the extract to performance of 'many functions that are invaluable to ministers' (eg specialist advice, efficient service delivery, arms-length, reduces workload of central/local government, ability to by-pass other elected institutions) but other positive features also relevant (eg depoliticisation, democratic gain). Better answers may seek to balance these positive features against disadvantages (notably from extract 'undemocratic' and lack of accountability) and might also discuss whether features seen as positive by government (eg by-passing elected institutions, patronage) are in fact positive features of representative democracy; and whether the positive features are outweighed by negative features such as 'democratic deficit'.

4.

**Total for this question: 30 marks**

(a) Explain the term *Next Steps Agencies* used in the extract.

(8 marks)

Accept executive agency/vehicle for delivering central government services or similar. For higher marks, relevant additional information such as: established following 1988 Ibbs Report; headed by chief executive; parent department monitors performance; ministers set policy; employ approx three-quarters of civil servants, etc.

(b) Discuss the view that we do **not** have ‘an all-powerful Prime Minister’ in Britain. (22 marks)

Accept relevant information about constraints on PM’s powers (eg personality, size of majority, phase in electoral cycle, popularity in polls/country, limitations in choice of Cabinet, etc) as well as from the extract dependence in civil service/department/Next Steps Agencies. These likely to be balanced by recognition that PM does have considerable power over Cabinet (eg appoints members, controls agenda, chairs committees, determines committee structure), departments (eg role of Cabinet/PM’s Office; appoints/reshuffles ministers, merges/disbands departments); Parliament (eg dissolution); and party. Possible to argue in support of, or against the, contention or to suggest that prime ministerial performance/style/effectiveness varies with issues/circumstances or that some PMs (eg Major) have had less control than others (eg Thatcher). Reward appropriate examples (eg Iraq) and relevant supporting information (eg growth of PM’s office and Cabinet Office). Particularly reward answers which address ‘all powerful’ (eg British Politics arguably not conducive to Prime Minister exercising all powers; influence/authority better description than ‘all-powerful’ is/is not same as ‘presidential’, etc.) For higher marks, there should be a firm focus on the question. ‘Prime ministerial/Cabinet government’ type answers should be marked on their merits, but for higher marks there should be a clear attempt to answer the specific question.