General Certificate of Education
June 2011

Government and Politics   GOV4B

Political Issues: Ideologies in Action

Unit 4B

Mark Scheme

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

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 Section 4.2 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 mark 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.

At A2, generally speaking, there is no unambiguously 'right' or 'wrong' answer to the 30-mark questions. Answers will be judged on factors such as quality of the argument, depth of knowledge and understanding, a synoptic grasp of the subject, appropriateness of the examples and internal logic of the discussion. Where candidates are presented with a proposition to be discussed they may support it, reject it or adopt a balanced position.

There are no limits to the areas of knowledge that candidates may feel able bring to the discussion. Therefore the specification of requirements outlined in the mark schemes can only be indicative. Candidates are not expected to include all the material presented in order to access the full range of available marks. At the same time they may successfully include material from their particular studies which is not indicated in the scheme.

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.

A2 GOVERNMENT AND POLITICS

GENERIC MARK SCHEME for questions with a total of 10 marks

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	**AO2**	**AO3**
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.	**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.	**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.
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.	**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.	
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.	**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.	**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.
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 made.	**Level 1 (1 mark)** The candidate applies few concepts and makes little use of political theory or ideas in developing an explanation or argument.	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.
0 marks No relevant response.	**0 marks** No relevant response.	**0 marks** No relevant response.

A2 GOVERNMENT AND POLITICS

GENERIC MARK SCHEME for questions with a total of 30 marks

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
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.	**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.	**Level 4 (6 marks)** The candidate communicates structured and sustained arguments, explanations and conclusions with clarity. Excellent use is made of political vocabulary to construct cogent and coherent arguments and explanations. The response should be legible, with few, if any, errors of spelling, punctuation and grammar. The answer has a clear sense of direction, culminating in a conclusion that flows from the preceding discussion.
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.	**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.	**Level 3 (4–5 marks)** The candidate communicates arguments, explanations and conclusions well. Good use is made of political vocabulary to construct clear arguments and explanations. The response should be legible but there may be occasional errors of spelling, punctuation and grammar. The candidate produces an answer with a conclusion linked to the preceding discussion.

GENERIC MARK SCHEME for questions with a total of 30 marks (continued)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
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.	**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. There is some recognition of basic parallels and comparisons. Arguments and explanations are undeveloped, with a limited use of concepts.	**Level 2 (2–3 marks)** The candidate communicates arguments and conclusions adequately, with a limited use of political vocabulary. There are frequent errors of spelling, punctuation and grammar and legibility may be a problem. A conclusion is offered but its relationship to the preceding discussion may be modest or implicit.
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. A very limited attempt at synopticity is made, sometimes using superficial or inaccurate knowledge, perspectives and examples cited from elsewhere in their study of government and politics. 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.	**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. 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.	**Level 1 (1 mark)** The answer relies upon narrative that is not fully coherent. There is little or no use of political vocabulary. Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible. A conclusion, if present, is not adequately related to the preceding discussion.
0 marks No relevant response.	**0 marks** No relevant response.	**0 marks** No relevant response.

Topic 1 Ethnicity and Gender   **Total for this question: 40 marks**

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(01)   Explain what is meant by the term 'political correctness'.   *(10 marks)*

Literally, the term 'political correctness' refers to the use of language designed not to cause offence on the grounds of race or gender, or in a range of other contexts (eg disability, age, religious affiliation or sexual orientation). As the focus for this part of the unit is 'ethnicity and gender' it is likely that candidates will seek to define the term in that narrower context, though those who choose to offer a broader definition will be credited fully.

The specification requires candidates to consider the 'political symbolism of language in the vocabulary of ethnicity and gender'. At the lower levels of response, candidates are likely to make general points relating to the changes in the vocabulary that is considered acceptable when discussing issues of race and gender (eg 'black' or 'Afro-Caribbean' in place of 'coloured' or 'negro', 'chairperson' instead of 'chairman').

At the higher levels of response, it is likely that candidates will move beyond the literal meaning of the term, which has its origins in the early twentieth century, to consider the more pejorative way in which the term has been used since the 1990s in both the UK and the USA. Specifically, candidates may highlight the way in which the term is commonly used when criticising efforts to avoid causing offence to various social groupings (so called 'political correctness gone mad'). Such discussion is likely to touch on the way in which political correctness has come to be seen as a form of intolerance, which unnecessarily limits the freedom of speech in supposed pursuit of fair treatment for disadvantaged groups.

Although the term was originally applied to the use of language, it is likely that candidates at all levels will consider the extent to which it is now commonly used as a critical label which can be applied to policies that are seen to limit aspects of individual freedom (eg the smoking ban) as well as limiting pure speech. At the higher levels of response, candidates may well consider the extent to which being 'politically incorrect' has come to be seen as something that is desirable, in the sense that an individual so described is not afraid to cause offence when saying something that needs to be said.

NB: candidates who focus only on the term as it relates to issues of ethnicity and gender will still be able to secure the higher levels on the mark scheme.

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(02)   'Affirmative action programmes represent the most effective way of addressing racial inequalities.' Discuss.   *(30 marks)*

This question focuses on efforts to tackle racial inequality which is a key theme in the specification. Though the question invites candidates to discuss whether or not affirmative action is the most effective way of addressing such inequalities, it is therefore likely that most, if not all, candidates will choose to discuss the relative merits of a number of other strategies alongside affirmative action.

At the lowest levels of response, candidates' knowledge and understanding of the meaning of the phrase 'affirmative action' and the scope of such programmes may be limited. However, it is likely that most candidates will be able to define the term (perhaps by using the term 'positive'

or 'reverse' discrimination) and offer some discussion of the kinds of programmes that have been put in place.

The limited use of affirmative action programmes in the UK makes it likely that many candidates will opt to draw on knowledge of the US experience when considering such strategies. In this context, it is likely that candidates will refer to the historic use of racial quotas, for example when considering applicants to university courses. At the higher levels of response, candidates will be expected to address the precise terms of the question explicitly: ie to offer some assessment of such policies as a means of addressing racial inequality as opposed to simply describing the operation of such schemes. On the positive side, candidates may argue that affirmative action presents a way of reversing entrenched discrimination that would take centuries to break down without such pro-active measures. It might also be argued that by elevating those from ethnic minorities onto courses at prestigious colleges or into high-profile jobs, affirmative action serves to create positive role models. In criticism of affirmative action, candidates might argue that all discrimination is inherently wrong and that affirmative action can have undesirable side-effects, eg increasing racial tension or bringing into question the achievements of those who have benefited from the 'helping hand' affirmative action programmes provide.

The experience of affirmative action in the UK is extremely limited. Equality legislation, including the proposed 2009 Equality Bill, have tended to focus on outlawing discrimination, thus serving to make affirmative action along US lines unlawful in the UK. As a result, candidates are likely to use their knowledge of approaches to addressing racial inequality in the UK to highlight the success of other strategies, such as race relations legislation (eg the Race Relations Acts of 1968 and 1976) and anti-racism education programmes. Candidates may also make mention of the way in which many public services including the police force, whilst being legally barred from discriminating in favour of those from ethnic minorities when recruiting, have still sought to recruit actively from within such communities. Mention may also be made of the efforts to tackle the less conscious 'institutional racism' present in many fields of employment.

Topic 2 The Environment   **Total for this question: 40 marks**

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(03)   Consider the difference between 'light' and 'dark' green thinking.   *(10 marks)*

The content and amplification section of the specification refers to 'ideological divisions within the environmental movement including "light" and "dark" green thinking', so it is likely that candidates at all levels of response will be able to offer a definition of the two terms in question.

At the lower levels of response, it is likely that candidates will discuss the difference between the two shades of environmentalism in general terms – seeing 'light' green environmentalists as being less ideological in their approach than those of a 'dark' green persuasion. At the higher levels of response, it is likely that candidates will explore the characteristics of each tradition in more detail:

*   'light greens' as those seeking to make lifestyle choice that bring environmental benefits without, perhaps, committing to a more fundamental re-ordering of the relationship between 'man' and the environment; and
*   'dark greens' as those who see contemporary environmental problems as a function of capitalism and therefore take a more ideological approach, favouring fundamental changes in the way in which society is organised.

At the higher levels of response, it is possible that some candidates may refer to writers such as the American Alex Steffen and the more constructive 'bright' green approach they advocate, which focuses less on protest and apocalyptic prophesy and more on using the available technology to find practical solutions.

NB: candidates may use terms such as 'shallow' and 'deep' ecologism as analogous to 'light' and 'dark' green environmentalism. This can be credited under AO3.

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(04)   'An increase in the political support for environmentalism has been accompanied by a dilution of its core principles.' Discuss.   *(30 marks)*

It is likely that many candidates will use the growth in the support for environmentalism as the way into this question. Some candidates may offer evidence of this growth of support for the environmental cause by offering data from opinion polls, by making reference to the activities of environmentalist pressure groups or by considering the extent to which environmental causes have moved up the global as well as the national political agenda. In the case of the latter, candidates may make reference to the meetings at Rio, Kyoto and Copenhagen. Whilst such a discussion is helpful in terms of establishing a context for the discussion, it should not be an end in itself; it needs to be related to the core principles at the heart of environmentalism.

It is likely that candidates at all levels of response will have a working knowledge of the main principles of environmentalism: for example, sustainability, self-sufficiency and conservation. At the lower levels, this knowledge may not move significantly beyond a list of principles, whereas candidates at the higher levels may be able to explain such principles and show how they are linked to one another.

Candidates may argue that 'environmentalism' has never really had a clearly defined set of core principles because there have always been different shades within the movement. Candidates may explore the differences between anthropocentric and the more ecocentric positions with regards to green concerns and issues. Such discussions may be framed in terms of the contrast between more 'shallow' forms of humanist ecology and 'deep ecology'. Alternatively, candidates may choose to revisit the 'light green' 'dark green' dichotomy addressed in Question 03, though in order to be credited here such discussion would need to be explicitly related to the terms of this question.

In a similar vein, some candidates may make mention of Anthony Downs's five-stage 'issue-attention cycle', suggesting that as environmentalism has moved to Stage 3 ('Realising the cost of significant progress') the majority of those who were won over to the cause at Stage 2 will have come to realise that major changes are not viable and compromises need to be made. Thus, whilst those who were aware of the seriousness of the issue at Stage 1 ('The pre-problem stage') may still be committed to the core principles they held at the outset, their voices are now largely drowned out.

Topic 3 Education   **Total for this question: 40 marks**

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(05)   Argue the ideological case in favour of school league tables.   *(10 marks)*

It is likely that many candidates will seek to define the phrase 'school league tables' before they move on to consider the case in favour of their use. As the phrase 'league tables' is included in the Key Concepts column of the Education section of this unit in the specification, it is a term that most candidates should be able to define.

At all levels of response, candidates are likely to be aware that government-collated league tables are published annually on the basis of the performance of schools against predetermined criteria. At the higher levels of response, candidates may be aware of a range of different school league tables, for example those based on the so-called Standard Assessment Tasks (SATS) and those compiled on the basis of GCSE and A-level results. Candidates may also refer to the separate 'league tables' produced by many newspapers in the wake of public examination results. Though these league tables are not produced by government, they are in part a product of the competitive environment that has emerged as a result of government policy and are therefore clearly 'on-Spec'.

When arguing in favour of school league tables, it is likely that many candidates will want to bring in issues of accountability, positive competition, parental choice and the notion of a competitive market within the maintained sector. When considering the notion of accountability, candidates may explore the way in which schools are held accountable for their performance through the publication of such league tables. At the higher levels of response, candidates may link this in to the scheduling of school inspections. When addressing issues of competition, candidates may stress the way in which the league tables allow schools to assess their own performance against that of other similar schools. In this context, candidates may wish to introduce the idea of including 'value-added' data when compiling such league tables. Candidates may suggest that the publication of league tables is an essential feature of enabling parental choice in education: the idea that parents can select an appropriate school for their children by considering the relative performance of local schools. Such discussion might lead into an exploration of the idea of a competitive market in maintained education where successful schools become a 'beacon' for others and 'failing schools' are taken into 'special measures' and/or closed.

NB: whilst it is anticipated that candidates will focus their discussion on the use of league tables in the UK, relevant discussion of such league tables in use outside of the UK will be credited fully.

(06)   'Education policy has more to do with preparing pupils for their future roles in the economy than with broadening their minds.' Discuss.   *(30 marks)*

This question requires students to demonstrate an understanding of the various ideological perspectives on the purpose of formal education. In answering the question, students are therefore likely to seek to address the ways in which liberals, conservatives and socialists – as well as more modern ideological groups such as feminists – differ in their view of the role of education in society.

The question introduces two commonly held views of the purpose of education, suggesting that the former (preparing pupils for their roles in the economy) is more central than the latter (broadening their minds). It is likely that most candidates will therefore frame their answers by considering these two perspectives only, though those who introduce other 'purposes' (for example, the view that education is a force for social change) should also be credited.

Some candidates may take a largely theoretical approach, allying a knowledge of ideological perspectives on the purpose of education with an awareness of educational theory to provide a framework for their discussion. Other candidates may choose to look at the actual policies proposed and implemented in the field of education – for example, the Butler Act (1944) or the 1986 Education (No 2) Act – and assess the extent to which each policy has reflected one or more of those aims identified.

Candidates may also choose to use some of the touchstone issues and debates that have informed and shaped post-war education policy in the UK as a way of lending their discussion some structure: for example, state provision vs private provision, traditional teaching methods vs progressive methods, national curriculum vs school-based curriculum, the selective model vs the comprehensive model, and vocational training vs academic education.

Candidates may consider the extent to which efforts to raise school standards have been driven simply by a desire to provide a flexible and effective workforce, or whether such policies have been driven by a more intrinsic desire to educate. In this context, candidates may consider the rise of Ofsted, the introduction of SATS and the concepts of 'failing' and 'beacon' schools.

At the higher levels of response, it is likely that candidates will be aware of the difficulty of separating one educational aim from another (ie the idea that a more accurate answer might be found in 'degree' as opposed to 'either/or'). Such responses may also consider the extent to which modern governments are generally required to be pragmatic as opposed to ideological in their approach to education (ie reacting to the debate over education as opposed to leading it).

Topic 4 The Economy   **Total for this question: 40 marks**

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(07)   Explain the concept of globalisation.   *(10 marks)*

Candidates may define globalisation in one of two ways: in a broader sense, as the process by which local, regional and national practices and processes have converged as a result of global media networks and cultural and economic integration or, in a narrower sense, as 'economic globalisation', with the emergence of global economic networks, transnational corporations and the international movement of capital. This second approach has been summed up by the Indian academic Rakesh Mohan Joshi, who defined globalisation as 'the increasing economic integration and interdependence of national economies across the world through a rapid increase in cross-border movement of goods, services, technology, and capital'.

At the lower levels of response, candidates may offer little more than a definition. At the higher levels of response, candidates are likely to offer a more developed explanation of globalisation, either by offering examples of the process at work or by addressing some of the factors that might be said to have contributed to globalisation: the growth of international trade, increasing economic links between developed and less developed nations, the impact of migration and the resultant blurring of national identities, and the way in which the global media have served to establish a global agenda over issues such as climate change. It is likely that some candidates might also consider the extent to which globalisation has come to be seen as a largely 'positive' or 'negative' process, touching on the anti-globalisation movements present in many developed countries or the support for globalisation and the removal of restrictive trade barriers in many less developed countries.

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(08)   'In practice, the UK government exercises little or no control over the economy.'
        Discuss.   *(30 marks)*

This question requires candidates to consider the extent to which the UK government (and by implication, perhaps, other national governments) can control the domestic economy. The specification identifies a number of different tools that the UK government might seek to use in order to control the economy (eg controlling taxation, taking or relinquishing control over the base rates, privatising or nationalising key industries) as well as requiring students to be aware of a number of broad approaches to economic management (eg 'demand-led' and 'supply-side').

It is likely that candidates at all levels of response will be able to demonstrate knowledge and understanding of some of these areas when answering the question posed. At the lower levels, candidates may focus entirely on the various levers available to the UK government when seeking to manage the UK economy. At the higher levels of response, it is likely that candidates will be able to move beyond this to demonstrate an understanding of how the UK economy fits into the bigger picture. They may assess the impact of globalisation and explain how membership of larger economic units (for example the EU) has impacted on the ability of individual nations such as the UK to manage their domestic economies with any degree of independence. Candidates may make mention of the emergence of the UK's 'open economy' and the way in which the foreign ownership of key industries and inward investment has limited the government's ability to intervene in the economy decisively. Some candidates may also

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discuss the extent to which UK membership of organisations such as the EU can at times prevent the UK government from intervening to subsidise or 'prop up' failing businesses, industries or sectors – or to establish protectionist policies in order to protect UK economic interests from external competition. Higher-level responses may also address the distinction between theory and practice that is implied in the title.

In answering this question, it is likely that some candidates may adopt a largely theoretical approach, linking key economic concepts such as the free market and the laws of supply and demand into a theoretical discussion of the limitations on any attempt to manage the domestic economy. When taking this approach, those at the higher levels of response might even question whether the UK government should seek to exercise control over the economy at all. This might lead in to a discussion of the relative merits of a neo-liberal approach to economic management as compared to an orthodox socialist approach.

Other candidates may take a less theoretical (ie more concrete) approach, by assessing the extent to which actual policies introduced by specific UK administrations have been successful in controlling – or at least mitigating the effects of – the economic cycle. Such a line of argument may, for example, lead candidates to consider the Conservatives' privatisation programme of the 1980s and 1990s or New Labour's decision to hand over control of the UK base rate to the Bank of England in 1997.

Whilst it is likely that many candidates will chart the convergence of the main UK political parties' economic policies, such material should only be credited where it is clearly linked to the terms of the question posed: ie that a lack of 'clear blue water' between the main parties suggests that only one broad approach is valid – and that this could itself be seen as an acceptance of the fact that the UK government can in fact do relatively little to manage the UK economy.

ASSESSMENT OBJECTIVE GRID

A2 Assessment Objective	Marks allocated by Assessment Objective 10-mark question	Marks allocated by Assessment Objective 30-mark question	Total Marks by Assessment Objective
AO1	4	12	16
AO2	4	12	16
AO3	2	6	8
Total	**10**	**30**	**40**

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion