



**General Certificate of Education**

**Government and Politics  
5151/6151**

**GOV7 Ideas in Contemporary British  
Politics**

**Mark Scheme**

*2007 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.

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## 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 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, 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.

**A2 GOVERNMENT AND POLITICS, EXCLUDING SYNOPTIC UNIT  
(GOV4, GOV5, GOV6, GOV7)**

**GENERIC MARK SCHEME for Question 1 part (a) (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 (2 marks)</b> The candidate demonstrates a good to excellent knowledge and understanding of political data, concept(s) or term(s). Where appropriate, the candidate produces accurate and/or relevant examples to illustrate points made.</p>	<p><b>Levels 3–4 (3–4 marks)</b> The candidate applies a good to excellent range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	<p><b>Levels 3–4 (2 marks)</b> The candidate communicates clearly and effectively using appropriate political vocabulary. The answer has a clear sense of direction, is focused on the question and, where appropriate, has a conclusion which flows from the discussion.</p>
	<p><b>Levels 1–2 (1 mark)</b> The candidate demonstrates limited knowledge and understanding of political data, concept(s) or term(s). The candidate produces few or inaccurate examples and/or limited evidence to illustrate points made.</p>	<p><b>Levels 1–2 (1–2 marks)</b> The candidate applies a limited range of concepts and makes little or limited use of political theory or ideas in developing an explanation or argument.</p>	<p><b>Levels 1–2 (1 mark)</b> 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. A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit.</p>

**A2 GOVERNMENT AND POLITICS, EXCLUDING SYNOPTIC UNIT  
(GOV4, GOV5, GOV6, GOV7)  
GENERIC MARK SCHEME for Question 1 part (b) (Total: 12 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 (5–6 marks)</b> 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.</p>	<p><b>Levels 3–4 (3–4 marks)</b> The candidate applies a good to excellent range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	<p><b>Levels 3–4 (2 marks)</b> The candidate communicates clearly and effectively using appropriate political vocabulary. The answer has a clear sense of direction, is focused on the question and, where appropriate, has a conclusion which flows from the discussion.</p>
	<p><b>Level 3 (3–4 marks)</b> The candidate demonstrates sound 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.</p>		
	<p><b>Levels 1–2 (1–2 marks)</b> The candidate demonstrates slight to basic knowledge and understanding of political concepts, institutions and processes. The candidate makes a very limited attempt to address the requirements of the question and provides little to partial and reasonably effective interpretation. Answers offer limited or little evidence and few or inaccurate examples to illustrate points made.</p>	<p><b>Levels 1–2 (1–2 marks)</b> The candidate applies a limited range of concepts and makes little or limited use of political theory or ideas in developing an explanation or argument.</p>	<p><b>Levels 1–2 (1 mark)</b> 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. A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit.</p>

**A2 GOVERNMENT AND POLITICS, EXCLUDING SYNOPTIC UNIT  
(GOV4, GOV5, GOV6, GOV7)**

**GENERIC MARK SCHEME for Question 1 part (c) (Total: 20 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 (7–8 marks)</b> The candidate demonstrates a comprehensive knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. The answer fully addresses the requirements of the question and demonstrates excellent contextual awareness.</p> <p>The answer includes excellent examples to illustrate points made.</p>	<p><b>Level 4 (7–8 marks)</b> The candidate displays excellent awareness of the implications and demands of the question. There is an excellent focus on the specific question asked. There is a clear evaluation of political institutions, processes and behaviour which displays a sophisticated awareness of viewpoints and issues.</p> <p>Appropriate parallels and connections are clearly identified together with comparisons. A wide range of concepts is used.</p>	<p><b>Level 4 (4 marks)</b> The candidate communicates arguments, explanations and conclusions with clarity. Excellent use is made of political vocabulary to construct cogent and coherent arguments. The answer has a clear sense of direction, culminating in a conclusion that flows from the preceding discussion.</p>
	<p><b>Level 3 (5–6 marks)</b> The candidate demonstrates sound knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. The answer clearly addresses the requirements of the question and demonstrates sound contextual awareness.</p> <p>The answer includes good examples to illustrate points made.</p>	<p><b>Level 3 (5–6 marks)</b> 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 viewpoints and issues. There is good recognition of parallels and comparisons. Appropriate concepts are used.</p>	<p><b>Level 3 (3 marks)</b> The candidate communicates arguments, explanations and conclusions well. Good use is made of political vocabulary to construct clear arguments and explanations.</p> <p>The candidate produces an answer with a conclusion linked to the preceding discussion.</p>

**GENERIC MARK SCHEME for Question 1 part (c) (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 (3–4 marks)</b> 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.</p> <p>The answer includes simple examples to illustrate points made.</p>	<p><b>Level 2 (3–4 marks)</b> The candidate displays limited 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 partial awareness of viewpoints and issues.</p> <p>There is some recognition of basic parallels and comparisons with a limited use of concepts.</p>	<p><b>Level 2 (2 marks)</b> The candidate communicates arguments and conclusions adequately with a limited use of political vocabulary.</p> <p>A conclusion is offered but its relationship to the preceding discussion may be modest or implicit.</p>
	<p><b>Level 1 (1–2 marks)</b> The candidate demonstrates a slight and incomplete knowledge and understanding of political institutions and processes and a limited awareness of the relationships between them. There is little attempt to address the requirements of the question.</p> <p>The answer includes few, if any, examples which may be inaccurately reported or inappropriately used.</p>	<p><b>Level 1 (1–2 marks)</b> 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, with little awareness of viewpoints and issues.</p> <p>There is little, if any, recognition of parallels and comparisons. The use of concepts is superficial and naïve.</p>	<p><b>Level 1 (1 mark)</b> The answer relies upon narrative, which is not fully coherent. There is little or no use of political vocabulary.</p> <p>A conclusion, if present, is not adequately related to the preceding discussion.</p>

**A2 GOVERNMENT AND POLITICS, EXCLUDING SYNOPTIC UNIT  
(GOV4, GOV5, GOV6, GOV7)**

**GENERIC MARK SCHEME for Questions 2, 3 and 4 (Maximum 40 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 (13–16 marks)</b> The candidate demonstrates a comprehensive knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. The answer fully addresses the requirements of the question and demonstrates excellent contextual awareness.</p> <p>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.</p>	<p><b>Level 4 (13–16 marks)</b> 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.</p> <p>Appropriate parallels and connections are clearly identified together with well– developed comparisons. A wide range of concepts is used and developed.</p>	<p><b>Level 4 (7–8 marks)</b> The candidate communicates arguments, explanations and conclusions with clarity. Excellent use is made of political vocabulary to construct cogent and coherent arguments and explanations. The answer has a clear sense of direction, culminating in a conclusion that flows from the preceding discussion.</p>
	<p><b>Level 3 (9–12 marks)</b> The candidate demonstrates sound knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them. 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.</p>	<p><b>Level 3 (9–12 marks)</b> 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.</p>	<p><b>Level 3 (5–6 marks)</b> The candidate communicates arguments, explanations and conclusions well. Good use is made of political vocabulary to construct clear arguments and explanations. The candidate produces an answer with a conclusion linked to the preceding discussion.</p>

**GENERIC MARK SCHEME for Questions 2, 3 and 4 (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 (5–8 marks)</b> 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.</p> <p>The answer includes a partial and reasonably effective attempt at interpretation or explanation with some examples to illustrate points made.</p>	<p><b>Level 2 (5–8 marks)</b> 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.</p> <p>There is some recognition of basic parallels and comparisons. Arguments and explanations are undeveloped with a limited use of concepts.</p>	<p><b>Level 2 (3–4 marks)</b> The candidate communicates arguments and conclusions adequately with a limited use of political vocabulary.</p> <p>A conclusion is offered but its relationship to the preceding discussion may be modest or implicit.</p>
	<p><b>Level 1 (1–4 marks)</b> The candidate demonstrates a slight and incomplete knowledge and understanding of political institutions and processes and a limited awareness of the relationships between them. 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.</p>	<p><b>Level 1 (1–4 marks)</b> 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.</p> <p>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.</p>	<p><b>Level 1 (1–2 marks)</b> The answer relies upon narrative, which is not fully coherent. There is little or no use of political vocabulary.</p> <p>A conclusion, if present, is not adequately related to the preceding discussion.</p>

1

**Total for this question: 40 marks**

(a) Explain the term *consensus politics* used in the extract. (8 marks)

Consensus politics: a term describing a broad agreement between political parties on a range of values and issues resulting in continuity of policy following a change of government. The post war consensus between the Labour and Conservative Parties was particularly evident in the 1950s and much of the 1960s when the two parties basically shared common ground on economic, social, defence and foreign policies and issues.

(b) Using the extract and your own knowledge, explain why and how Labour revised Clause IV in 1995. (12 marks)

Why?

- to distance Labour from 'old fashioned, discredited socialist ideas', basically that the State should own, on behalf of the people, the means of production, distribution and exchange;
- to appeal to Middle England;
- to appeal to the domestic and international business communities.

How?

By symbolically abandoning Labour's commitment to nationalisation and emphasising the Party's desire to work for 'a dynamic economy, serving the public interest, in which *the enterprise of the market and the rigour of competition* are joined with the forces of partnership and cooperation to produce the wealth the nation needs and the opportunity for all to work and prosper, *with a thriving private sector* and high quality public services, where those undertakings essential to the common good are either owned by the public or accountable to them.

- (c) To what extent does the contemporary Labour Party owe more to the philosophy of social democracy than it does to democratic socialism? (20 marks)

### Knowledge

Candidates need to reveal a knowledge and understanding of the key beliefs and values associated with democratic socialism and social democracy. Discussion of democratic socialism should include:

- The belief that socialism can be secured by peaceful means through the ballot box/ parliamentary system.
- The view that equality of outcome is more important than individual liberty.
- The belief in the need for an extensive welfare state.
- The belief in state ownership.
- The strong emphasis on collective working class organisations, such as the Trade Unions.
- The desire to redistribute wealth and end the class system and those institutions where membership is linked to birth and privilege.

When discussing social democracy, the following points should figure prominently:

- The sceptical viewing /rejection of ideological blueprints.
- The commitment to equality of opportunity.
- Freedom and fairness being seen as more important than equality and outcome.
- The acceptance of a mixed, largely private economy with some state intervention and regulation.

### Skill

Evaluating the extent to which these two philosophies influence current Labour thinking and actions eg there is still some socialism evident in New Labour's desire to create a fairer, more inclusive society based on social justice.

Yet many of the key policies and programmes would appear to fit more readily under a social democratic label.

- The acceptance of a market economy and the championing of an enterprise culture.
- The willingness to accept private money to help influence public programmes.
- The distancing of the party from the Trade Union movement.
- The promotion of policies more suited to producing a meritocracy than a truly egalitarian society.

**2****Total for this question: 40 marks**

To what extent are the Liberal Democrats still committed to liberalism?

*(40 marks)***Knowledge of**

- i) Key beliefs and values associated with liberalism:
- positive view of human nature;
  - belief in individualism;
  - the championing of freedom, justice and equality;
  - commitment to democracy;
  - the importance of rights;
  - toleration.
- ii) The differing views and tensions within liberal ideology, notably between classic liberalism and new/progressive liberalism
- iii) The policies pursued and championed by the Liberal Democrats in recent elections
- raising of income tax;
  - abolition of tuition fees;
  - raising of pensions for the over 75s and the provision of free personal care for the elderly;
  - anti-war in Iraq stance;
  - opposition to ID cards and the government's perceived draconian security policies;
  - Liberal Democrat's desire to replace the Council Tax with a local income tax.
- iv) The 2004 publication 'The Orange Book: Reclaiming Liberalism' and its calls for:
- private sector involvement in the public services;
  - a move away from the party's Europhile tradition and 'repatriation' of some EU powers;
  - a return to economic liberalism, "it is time to consider whether the LDP of today is true to its Liberal traditions and, if not, what we should be doing about it".
- v) Relevant statements on the links between Liberal Democrat policies and liberalism made by Ming Campbell since becoming leader and responses/reactions to these statements.

**Skill**

Using this knowledge to arrive at a reasoned conclusion regarding the extent to which Liberal Democrats are still committed to liberalism.

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

'The Conservative party has always preferred pragmatism to political principles.' Discuss.  
(40 marks)

**Knowledge**

Candidates need to reveal a knowledge and understanding of the term 'pragmatism'- basically a flexible approach to politics; an understanding of what is best for people, what is acceptable to them and what will preserve a stable society. Also a rejection of the politics of strongly held ideology and of a dogmatic approach to decision-making.

Candidates are also be expected to provide early evidence of such approaches eg in

- The speeches, actions and policies of Disraeli and his calls for 'One Nation Conservatism'.
- The Butskellite/consensus policies pursued in the 1950s & 1960s.
- Heath's U-turns following his difficulties with the right wing Selsdon Programme.

Thatcherism would appear to represent a break with this tradition with its rejection of consensus policies in favour of a clear ideologically-driven programme ie the core economic, social and political beliefs and values of the New Right. There is also evidence of this Thatcherite legacy in the Post-Thatcher era, but also of pragmatism too eg Major's replacement of the Community Charge with the Council Tax and Hague and IDS's desires to achieve an inclusive society. Howard's opposition to increased tuition fees, populist position on Europe and his recognition that the State should be involved in key social areas would also indicate pragmatism over ideology.

Cameron's leadership seems to imply a victory for pragmatism over ideology and his initial statements would appear to indicate a break with Thatcherite ideology and a move towards policies which are popular with the electorate, namely on health, the need for state social institutions and 'caring policies' and his support for the 'un-socialist' aspects of Blair's education reforms.

**Skill**

Using knowledge and evidence to establish the extent to which pragmatism tends to override dogma in the Conservative Party, with particular emphasis on the modern period.

4

**Total for this question: 40 marks**

Discuss the extent to which the major parties have 'hijacked' green ideas. *(40 marks)*

**Knowledge**

- Candidates need to be aware that, until the 1980s, the major political parties largely ignored green ideas; they were committed to economic growth rather than environmental concerns. However following events such as the Chernobyl disaster and growing awareness of the effects of acid rain, depletion of the Ozone layer by CFCs, problems arising from global warming, the depletion of energy resources and electoral successes by the Greens in Euro Elections, the mainstream parties appeared to 'wake up' to public concerns on such issues and began to include 'green' policies and statements in their public speeches and political publications.
- Candidates are therefore expected to discuss how, in the 1990s and first decade of the 21<sup>st</sup> century, the major parties promoted Green policies in their manifestos and programmes, accepted the need for global responses to crises eg the Kyoto agreement, and modified and reformed political organisations and bodies both nationally and locally in order to prove their 'green credentials'.
- The better candidates are likely to point out that these 'changes' have left the Green Party in a difficult position, for whilst radical environmentalists are committed to ecocentricism and ecologism, such radical views remain largely unpopular with the electorate at large; it is therefore other less radical, 'light green', essentially anthropocentric policies which have been taken on board by the 'Big Three' rather than the more holistic, anti-growth policies advocated by the 'dark greens'.
- The evidence would appear to indicate that all of the parties now wish to appear green and environmentally friendly, but in doing so they have borrowed heavily from the Green Party's bank and from the policies and strategies advocated by 'sensible' environmental organisations such as Friends of the Earth.

**Skill**

Utilise knowledge of key concepts, programmes and actions to assess whether or not the major political parties have essentially plundered the environmentalists' 'lockers'.