

A-LEVEL

# Government and Politics

GOV4B Political Issues: Ideologies in Action

Mark scheme

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Mark schemes are prepared by the Lead Assessment Writer and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation events which all associates participate in and is the scheme which was used by them in this examination. The standardisation process ensures that the mark scheme covers the students' responses to questions and that every associate understands and applies it in the same correct way. As preparation for standardisation each associate analyses a number of students' scripts. Alternative answers not already covered by the mark scheme are discussed and legislated for. If, after the standardisation process, associates encounter unusual answers which have not been raised they are required to refer these to the Lead Assessment Writer.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' 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.

Further copies of this mark scheme are available from [aqa.org.uk](http://aqa.org.uk)

## **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 students 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. Students should be given credit for partially complete answers. Where appropriate, students 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 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, examiners are required to familiarise themselves with the general principles of the mark scheme as contained in the Assessment Matrix.

There are no limits to the areas of knowledge that students may feel able bring to the discussion. Therefore the specification of requirements outlined in the mark schemes can only be indicative. Students 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 students' 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 students' 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 student 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 student’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 students know, understand and can do.

**A2 GOVERNMENT AND POLITICS**  
**GENERIC MARK SCHEME for questions with a total of 10 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 (4 marks)</b>  The student demonstrates a comprehensive knowledge and understanding of political concepts, institutions and processes. The student 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>Level 4 (4 marks)</b>  The student applies an 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 student 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.</p>
<p><b>Level 3 (3 marks)</b>  The student demonstrates good knowledge and understanding of political concepts, institutions and processes. The student 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>Level 3 (3 marks)</b>  The student applies a good range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	
<p><b>Level 2 (2 marks)</b>  The student demonstrates limited knowledge and understanding of political concepts, institutions and processes. The student 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.</p>	<p><b>Level 2 (2 marks)</b>  The student applies a limited range of concepts and makes limited use of political theory or ideas in developing an explanation or argument.</p>	<p><b>Levels 1–2 (1 mark)</b>  The student 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. 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.</p>
<p><b>Level 1 (1 mark)</b>  The student demonstrates little knowledge and understanding of political concepts, institutions and processes. The student 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.</p>	<p><b>Level 1 (1 mark)</b>  The student applies few concepts and makes little use of political theory or ideas in developing an explanation or argument.</p>	
<p><b>0 marks</b>  No relevant response.</p>	<p><b>0 marks</b>  No relevant response.</p>	<p><b>0 marks</b>  No relevant response.</p>

**A2 GOVERNMENT AND POLITICS**  
**GENERIC MARK SCHEME for questions with a total of 30 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 (10–12 marks)</b></p> <p>The student demonstrates a comprehensive knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them.</p> <p>A synoptic approach is fully developed, drawing appropriately on knowledge, perspectives and examples from a wide range of studies in government and politics.</p> <p>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>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 (10–12 marks)</b></p> <p>The student 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 (6 marks)</b></p> <p>The student 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.</p> <p>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.</p>
<p><b>Level 3 (7–9 marks)</b></p> <p>The student demonstrates sound knowledge and understanding of political concepts/theories/ institutions and processes and the relationships between them.</p> <p>A synoptic approach is well developed using a range of knowledge, perspectives and examples gained elsewhere in the study of government and politics.</p> <p>The answer clearly addresses the requirements of the question and demonstrates sound contextual awareness.</p> <p>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 (7–9 marks)</b></p> <p>The student 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 (4–5 marks)</b></p> <p>The student communicates arguments, explanations and conclusions well. Good use is made of political vocabulary to construct clear arguments and explanations.</p> <p>The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p> <p>The student produces an answer with a conclusion linked to the preceding discussion.</p>

**GENERIC MARK SCHEME for questions with a total of 30 marks (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></p> <p>The student 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>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.</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 (4–6 marks)</b></p> <p>The student 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 (2–3 marks)</b></p> <p>The student communicates arguments and conclusions adequately, with a limited use of political vocabulary.</p> <p>There are frequent errors of spelling, punctuation and grammar and legibility may be a problem.</p> <p>A conclusion is offered but its relationship to the preceding discussion may be modest or implicit.</p>
<p><b>Level 1 (1–3 marks)</b></p> <p>The student demonstrates a slight and incomplete knowledge and understanding of political institutions and processes and a limited awareness of the relationships between them.</p> <p>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.</p> <p>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 (1–3 marks)</b></p> <p>The student 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.</p> <p>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 mark)</b></p> <p>The answer relies upon narrative which is not fully coherent. There is little or no use of political vocabulary.</p> <p>Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p> <p>A conclusion, if present, is not adequately related to the preceding discussion.</p>
<p><b>0 marks</b></p> <p>No relevant response.</p>	<p><b>0 marks</b></p> <p>No relevant response.</p>	<p><b>0 marks</b></p> <p>No relevant response</p>

**Topic 1: Ethnicity and Gender**

**0 1** Explain the significance to feminists, of issues associated with rape and abortion.

**[10 marks]**

Students at all levels of response are likely to see feminists as being united in their opposition to rape: most commonly seeing it not only as a crime against the individual – but also as a tool of patriarchy. At the higher levels of response it is likely that students will look to explore definitions of rape that go beyond the act itself, to encompass other oppressive patterns of behaviour. In that context, some students may explore the concept of political lesbianism. If discussing liberal feminism, students may look at the marital exemption rule that was common under many rape laws well into the 20th century.

Issues of consent and force may lead into a discussion of prostitution and the sex industry more generally. Though feminists are not united in opposition to prostitution and pornography, students may argue that an essentially patriarchal sex industry encourages an acceptance of sexual violence against women. There may also be some exploration of the way in which different groups of feminists seek to explain why rape happens and how it may be combatted.

Discussion of feminist perspectives on abortion are also likely to focus on a woman's right to control her own body and efforts to effect legal change – both historically and more recently. Some students may explore differences between different groups of feminists on the issue of abortion. For example, some students may introduce the concept of separatism, perhaps contrasting such views with those advanced by liberal feminism or post-feminism.

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

**0 2** 'Legislation has delivered racial equality.' Discuss.

**[30 marks]**

Whereas questions in earlier series have asked candidates to consider whether or not legislation is the most effective means of delivering equality in respect of ethnicity, the question posed here is focused more on the question of whether or not legislation has delivered racial equality.

It is likely that candidates at all levels of response will make an attempt to define what precisely the term 'racial equality' might mean, as a means of establishing some kind of benchmark against which the proposition set out in the title can be tested. At a simple level reference may be made to a desire to ensure that people 'are equal' irrespective of their ethnicity. At the higher levels of response it is likely that a distinction will be drawn between legal or 'de jure' equality (the 'legislation' mentioned in the question) and actual or 'de facto' equality. Phrases such as 'equality of opportunity' and 'equality of outcome' may be used synonyms for the terms above.



Answers at the lower levels of response may adopt an overly descriptive or anecdotal approach to answering the question. For example, candidates may spend a good deal of time detailing the legislation that has been passed since the 1960s without any real attempt to address the question of whether such legislation has ‘delivered’ racial equality in any sense. Other more limited approaches may take one or more pieces of legislation at face value in terms of the way in which they served to deliver legal equality without really considering whether or not such legal rights were reflected on the life-experiences of those from BAME backgrounds. Acts such as the Race Relations Acts (1965, 1968, and 1976) and the Equality Acts (2006, 2010) are most likely to be cited in this context.

At the higher levels of responses it is likely that candidates will offer a clearer focus on the precise terms of the question posed. There will be some explicit understanding that changes in the law do not necessarily amount to changes in life chances, in and of themselves. Moreover, there is likely to be some developed assessment, supported by evidence, of a narrowing or widening gap between those on a BAME and non-BAME background. Thus, the statement offered in the title might give rise to two linked lines of enquiry: firstly, whether ‘racial equality’ has been ‘delivered’; secondly, whether legislation alone has been the means of delivery.

Although not required in order to achieve the top levels of response on AO1 and AO2, it is likely that some higher-level answers will make mention of efforts to deliver equality by means of legislation outside of the UK. Such material should obviously be credited fully.

AO3 marks on this question must be awarded to reflect the extent to which an answer is clearly expressed, is well-structured, leads to a conclusion that is consistent with the preceding knowledge and analysis and uses relevant political vocabulary, including theories and concepts, as identified in the mark scheme.

AO1 = 12 marks

AO2 = 12 marks

AO3 = 6 marks

**Topic 2: The Environment**

**0 3** Consider the role of the EU in regulating the environment.

**[10 marks]**

Students at all levels of response are likely to be able to demonstrate some awareness of the central role that the EU plays in regulating the environment within its borders. Some students may be aware of the beginnings of European environmental policy at the EEC's 1972 Paris Summit. There may even be mention of the way in which such policies became more central to the work of the Community in the wake of the Single European Act (1986) and the Maastricht Treaty (1992).

The role of the European Commission is likely to be well to the fore in higher-level answers: not least because of that institution's unique role in proposing new environmental regulations and implementing existing EU laws. Whilst some students may choose to focus on the roles performed by the Commission and other EU institutions (the European Council, for example) others may choose to detail some of the areas of environmental policy where the EU has been active eg the Water Framework Directive, the Habitats Directive, and the Common Fisheries Policy. Such discussion may broaden out to consider the way in which EU regulation impacts on everyday life eg Blue Flag beaches, controls of the treatment and dumping of sewage, and the levels of chemicals and minerals in drinking water.

At the higher levels of response there may be some discussion of the interplay between EU institutions and national governments. There may also be some recognition of the tension between those who favour more comprehensive environmental programmes and those who fear that it will damage trade and competitiveness.

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

**0 4** Evaluate the role of parties and pressure groups in shaping the political agenda in respect of green issues.

**[30 marks]**

It is likely that students at all levels of response may look to define some of the terms in the question; specifically 'green issues' and the 'political agenda'. Precisely how students interpret the term 'green issues' will obviously shape the way in which they view the efforts of parties and pressure groups in moving such issues up the political agenda.

At the lower levels of response students may simply describe the environmental policies of the main parties, without any real attempt to address the terms of the question posed. Much of this is likely to come from election manifestos, though students may also refer to the policies pursued by parties in government.

In terms of the 'political agenda', students might point out that until the 1980s, environmental concerns were not high on the lists of priorities. The main UK parties tended to be more concerned about achieving sustained economic growth and avoiding

inflation. In consequence environmental policies did not figure prominently in the election manifestos of 1987 and 1992. Events such as Chernobyl, pollution, depletion of the ozone layer, and the growing popularity of both green issues and the Green Party resulted in the major parties appearing to be more 'eco-aware' by the mid-1990s.

Between 1997 and 2005 green concerns were more evident in the election manifestos than had previously been the case, even though they still lagged behind economic and social policies in the rank order of priorities. That said, students may also recognise that manifesto references to green issues still tend to be fairly generalised eg concerns about 'creating a decent environment', 'stemming the tide of pollution' and 'sustaining development without long term damage to the environment'.

In spite of the global credit crisis that began in 2008, the parties all made significant pledges at the 2010 and 2015 General Elections. Moreover the coalition government in office from 2010 offered a range of commitments including the establishment of a Green Investment Bank.

At the higher levels of response, students are likely to move beyond simply setting out these policies to assess the extent to which the parties are 'shaping' public opinion and the political agenda - or simply responding to wider changes in public attitudes.

In this context it is likely that students will wish to discuss the part played by pressure groups in shining a light on environmentally harmful practices, promoting new initiatives, and holding the government to account. Examples are obviously numerous, from smaller direct action campaigns led by groups such as Plane Stupid and Surfers Against Sewage, to the efforts of more established groups such as the RSPCA, the WWF, Greenpeace and Friends of the Earth. It is likely that students at the higher levels of response will wish to explore the influence of insider groups such as the National Trust and the Ramblers' Association – as well as the more public modes of protest adopted by outsider groups.

**AO3** marks on this question must be awarded to reflect the extent to which an answer is clearly expressed, is well-structured, leads to a conclusion that is consistent with the preceding knowledge and analysis and uses relevant political vocabulary, including theories and concepts, as identified in the mark scheme.

AO1 = 12 marks

AO2 = 12 marks

AO3 = 6 marks

**Topic 3: Education**

**0 5** Argue the ideological case in favour of progressive teaching methods.

**[10 marks]**

Candidates at all levels of response are likely to be able to offer a definition of the term 'progressive teaching methods' and it is likely that most will look to compare and contrast such methods with more traditional approaches. Moreover, it is likely that progressive (and traditional) teaching methods will be seen in their broader context of progressive (and traditional) education. Mention may also be made of the backlash against progressive approaches from the 1960s onwards eg the 'Black Papers' written by Professor Brian Cox and Rhodes Boyson.

Progressive education was a pedagogical approach that first emerged in the nineteenth century and came to prominence in the UK in the 1960s and 1970s. Progressive methods were seen as an effort to step away from the didactic, chalk-and-talk approaches of early schooling towards a more experiential approach. No longer was the teacher to be the font of all knowledge, passing it on to each successive generation; pupils were now expected to be engaged in a more collaborative quest for knowledge and understanding where the teacher would be their guide or facilitator.

Progressive teaching methods are characterised by:

- Experiential, student-centred learning and/or learning through play
- A more relaxed classroom environment where pupils are encouraged to participate orally
- A focus on the acquisition of skills
- Collaborative learning/group work
- Problem-solving
- Themed work that cuts across traditional subject boundaries
- Assessment for learning ie more formative than summative (criteria-referenced)

In contrast, traditional teaching methods may be characterised as:

- Didactic, teacher-led ('chalk-and-talk')
- Strong classroom discipline with limited interaction
- Learning by rote or direct from textbooks, worksheets or lectures
- A focus on the acquisition of a body of necessary knowledge
- Individual work
- A focus on discrete subject disciplines (each with a separate body of knowledge)
- External summative assessment (norm-referenced, 'sift and sort')

NB: at the higher levels of response it is likely that students may take a more explicitly theoretical approach in examining the ideological reasoning behind progressive teaching methods.

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

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**0 6** Evaluate the importance of education policy in electoral politics.

**[30 marks]**

In asking candidates to evaluate the importance of education policy in electoral politics, students are also implicitly being invited to examine the issue from the other end of the telescope ie to consider the extent to which the demands of electoral politics may shape education policy.

At the lower levels of response there is likely to be a limited focus on the precise terms of the question posed. Some answers may simply provide an overview of modern education policy, perhaps chronologically, without any real attempt to link such material to the theme of 'electoral politics'. Other lower level responses may take the form of a series of unconnected mini-case studies illustrating how parties have looked to pitch education as an issue at recent general elections. Mention may be made of Tony Blair's 1997 campaign slogan, 'Education, Education, Education' or the party's pledge on class sizes. The LibDems (broken) 2010 promise on university top-up fees may also be cited.

Some students may take a more general approach, for example by looking to examine precisely what does motivate education policy. Such a discussion may lead to a debate over whether education policy is motivated by electoral politics or by wider educational or ideological goals.

Although the Conservative's efforts to bring 'the market' into education in the 1980s may be seen as evidence of ideology at work, the so-called marketisation of education could also be seen as an effort to reach out to parents by granting them a greater deal of control and choice over their sons' and daughters' education. In a similar vein, Labour's Educational Maintenance Allowance and Education Action Zones, though clearly ideological, could also be seen as a means of reaching out to the party's core support.

Party policy aside, students may see the focus on national testing and league tables, improving school discipline, enhancing parental choice, tackling failing schools, and targeting failing teachers as evidence of the parties 'playing to the electoral audience' by offering parents 'what they want'. The Coalition's policy of allowing the establishment of continental-style 'free schools' may be seen in a similar light: reaching out to those middle class voters – a key voting block – disaffected with state provision but unable to afford to send their own children to fee-paying schools. The fact that there now appear to be so few differences between the major parties in the field of education may also be seen as evidence of the increasing importance of electoral politics over ideology.

AO3 marks on this question must be awarded to reflect the extent to which an answer is clearly expressed, is well-structured, leads to a conclusion that is consistent with the preceding knowledge and analysis and uses relevant political vocabulary, including theories and concepts, as identified in the mark scheme.

AO1 = 12 marks

AO2 = 12 marks

AO3 = 6 marks

**Topic 4: The Economy**

**0 7** Argue the ideological case in favour of monetarism.

**[10 marks]**

Candidates at all levels of response are likely to be aware that monetarism is a school of economic thought that places an emphasis on the government controlling the money supply (ie the amount of money in circulation) as a means of regulating the economy. Many candidates, particularly at the higher levels of response, will be aware that monetarist theory as used in the UK is commonly associated with the work of Milton Friedman – and with Thatcherism; with Margaret Thatcher advocating a monetarist approach during her time at Number 10. This may lead into a discussion of Thatcherite economics and/or the New Right.

At the higher levels of response there is likely to be a more developed explanation of what monetarism involves (AO1) and some attempt to analyse and evaluate the theory and/or its use (most likely in the UK context). There will be an awareness of the monetarists' critique of Keynesianism and a focus on the need to control inflation above all else. This may involve a discussion of the way in which successive governments' efforts to spend their way out of recession resulted in oversupply of money and inflationary pressures. In this context, mention may be made of the significant public sector pay deals awarded to miners and others in the early 1970s.

AO1 = 4 marks

AO2 = 4 marks

AO3 = 2 marks

**0 8** 'The Conservative Party has a better reputation for economic competence than the Labour Party.' Discuss.

**[30 marks]**

At the lower levels of response it is likely that students will simply describe, perhaps in some detail, the broad approach (maybe also specific policies) that each party has offered – both in government and in their general election manifestos. Labour may well be characterised as traditionally offering an orthodox Keynesian approach, with an emphasis on borrowing. The Conservatives since the 1990s may be seen as adopting a broadly monetarist approach, with an emphasis on controlling the money supply with a view to keeping inflation in check. Students may well offer historical material drawn from their own knowledge by way of support. For example, reference may be made to the approach taken by the Labour Party in the 1960s and 1970s, with significant public sector pay awards and the devaluation of the pound, or the Conservatives under Margaret Thatcher, with the withdrawal of public support and money from 'failing' nationalised industries.

At the higher levels of response, students will offer a far clearer focus on the question of 'reputation', with a view to testing the proposition offered in the title. In this context it is likely that many students will mention Labour's 'Winter of Discontent' (1978/79) and the vote of no confidence in James Callaghan's government that came at the end of that period. There may be an awareness that the damage to Labour's reputation caused by

the Party's handling of the economy in the latter half of the 1970s led directly to a lengthy period in opposition. Moreover, students may highlight the way in which the Conservatives played on the fallout from the Winter of Discontent both in the general election that followed (the 'Labour isn't Working' campaign) and in subsequent elections (eg the Conservative's 1992 'Labour's Double Whammy' poster).

Labour's 18-year period in opposition only ended when Tony Blair and his frontbench team rejected the tax-and-spend policies of the past, re-drafted Clause 4, and committed themselves to the Conservative's spending plans for the first two years of any Labour government. The Labour administrations in office in the wake of the 1997 General Election saw the Party's reputation for economic management entirely rehabilitated. Chancellor Gordon Brown was said to have delivered the 'economic miracle' of sustained growth, low inflation, and declining unemployment: Brown himself declared that the 'boom and bust' cycles experienced by earlier generations were at an end.

The collapse of the sub-prime lending market in 2008 and the global downturn that followed destroyed the Party's hard-won reputation in the field of economic management and effectively cut short Brown's short tenure as prime minister. The Conservatives returned to office in coalition with the LibDems in 2010, in the face of a Labour Party that failed to inspire confidence. The note that the outgoing Labour Treasury chief secretary Liam Byrne left on his desk for his successor ('I'm afraid to tell you there's no money left') only served to reinforce the stereotypical view of the Party's inability to handle the nation's finances. The Party did little to rehabilitate itself under the leadership of Ed Miliband. George Osborne's handling of the austerity economy, though not universally lauded, also served to reinforce the Conservative Party's reputation for sound economic management.

**AO3** marks on this question must be awarded to reflect the extent to which an answer is clearly expressed, is well-structured, leads to a conclusion that is consistent with the preceding knowledge and analysis and uses relevant political vocabulary, including theories and concepts, as identified in the mark scheme.

AO1 = 12 marks

AO2 = 12 marks

AO3 = 6 marks