



**General Certificate of Education  
January 2011**

**Government and Politics**

**GOVP2**

**Governing Modern Britain**

**Unit 2**

***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.

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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 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.

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.

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## AS GOVERNMENT AND POLITICS

### GENERIC MARK SCHEME for questions with a total of 5 marks

<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>
<b>AO1</b>
<p><b>Level 4 (5 marks)</b> The candidate successfully demonstrates excellent knowledge and understanding of political data, concept(s) or term(s).</p> <p>Where appropriate, the candidate is able to illustrate his/her answer with relevant evidence/example(s).</p>
<p><b>Level 3 (4 marks)</b> The candidate successfully demonstrates good knowledge and understanding of political data, concept(s) or term(s).</p> <p>Where appropriate, the candidate is able to illustrate his/her answer with relevant evidence/example(s).</p>
<p><b>Level 2 (2–3 marks)</b> The candidate demonstrates limited knowledge and understanding of political data, concept(s) or term(s).</p> <p>The candidate may illustrate his/her answer with evidence/example(s) of limited relevance.</p>
<p><b>Level 1 (1 mark)</b> The candidate demonstrates little knowledge and understanding of political data, concept(s) or term(s).</p> <p>The candidate may illustrate his/her answer with evidence/example(s) of little relevance.</p>
<p><b>0 marks</b> No relevant response.</p>

**AS 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 candidate demonstrates an excellent knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The candidate deploys relevant knowledge and understanding to fully address the requirements of the question and produces accurate and/or relevant examples to illustrate points made.</p>	<p><b>Level 4 (4 marks)</b> The candidate 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 candidate communicates clearly and effectively, in a structured and sustained manner, making excellent or good use of appropriate political vocabulary.</p> <p>There are few, if any, errors of spelling, punctuation and grammar and the response should be legible.</p> <p>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 candidate demonstrates good knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The candidate addresses the requirements of the question and produces examples and/or evidence to illustrate points made.</p>	<p><b>Level 3 (3 marks)</b> The candidate 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 candidate demonstrates limited knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The candidate makes a limited attempt to address the requirements of the question and produces few or inaccurate examples and/or limited evidence to illustrate points made.</p>	<p><b>Level 2 (2 marks)</b> The candidate 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 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.</p> <p>There are frequent errors of spelling, punctuation and grammar and legibility may be a problem.</p>

**GENERIC MARK SCHEME for questions with a total of 10 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>
<b>Level 1 (1 mark)</b> The candidate demonstrates little knowledge and understanding of political concepts/theories/institutions and processes. The candidate makes little attempt to address the requirements of the question and produces few examples and/or little evidence to illustrate points made.	<b>Level 1 (1 mark)</b> The candidate applies few concepts and makes little use of political theory or ideas in developing an explanation or argument.	<b>Levels 1–2 (continued) (1 mark)</b> A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit.
<b>0 marks</b> No relevant response.	<b>0 marks</b> No relevant response.	<b>0 marks</b> No relevant response.

**AS GOVERNMENT AND POLITICS****GENERIC MARK SCHEME for questions with a total of 25 marks**

<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<p><b>Level 4 (10–11 marks)</b> The candidate successfully demonstrates accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them, producing an answer that deploys relevant knowledge and understanding to address the requirements of the question and demonstrates significant contextual awareness.</p> <p>The candidate's answer includes relevant evidence and/or examples to substantiate and illustrate points made.</p>	<p><b>Level 4 (7–8 marks)</b> The candidate evaluates political institutions, processes and behaviour, applying appropriate concepts and theories.</p> <p>The candidate provides analysis which displays sound awareness of differing viewpoints and a clear recognition of issues. Parallels and connections are identified, together with valid and precise comparisons. The answer includes relevant and convincing interpretations or explanations.</p>	<p><b>Level 4 (5–6 marks)</b> The candidate communicates clear, structured and sustained arguments and explanations, making excellent use of appropriate political vocabulary.</p> <p>The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p> <p>The candidate produces answers with a clear sense of direction leading towards a coherent conclusion.</p>
<p><b>Level 3 (7–9 marks)</b> The candidate demonstrates generally accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them, producing an answer that addresses the requirements of the question and demonstrates adequate contextual awareness.</p> <p>The answer provides evidence backed up by clear examples to illustrate points made.</p>	<p><b>Level 3 (5–6 marks)</b> The candidate evaluates political institutions, processes and behaviour, applying some concepts or theories.</p> <p>The candidate provides clear arguments and explanations and demonstrates awareness of differing viewpoints and recognition of issues. Parallels and connections are identified, together with some sound comparison.</p>	<p><b>Level 3 (3–4 marks)</b> The candidate communicates arguments and explanations, making good use of appropriate political vocabulary.</p> <p>The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p> <p>A conclusion is linked to the preceding discussion.</p>



**GENERIC MARK SCHEME for questions with a total of 25 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> The candidate demonstrates basic knowledge and understanding of political concepts/theories/institutions and processes and some awareness of the relationships between them, making a limited attempt to address the requirements of the question.</p> <p>The candidate may demonstrate contextual awareness covering part of the question, and may produce limited evidence and/or few examples.</p>	<p><b>Level 2 (3–4 marks)</b> The candidate offers a limited evaluation of political institutions, processes and behaviour and begins to construct arguments which contain basic explanations.</p> <p>The candidate shows some awareness of differing viewpoints. There is recognition of basic parallels or limited comparisons.</p>	<p><b>Level 2 (2 marks)</b> The candidate attempts to develop an argument using basic political vocabulary.</p> <p>There are frequent errors of spelling, punctuation and grammar and legibility may be a problem.</p> <p>Where a conclusion is offered, its relationship to the preceding discussion may be modest or implicit.</p>
<p><b>Level 1 (1–3 marks)</b> The candidate demonstrates slight and/or incomplete knowledge and understanding of political concepts/theories/institutions and processes and limited awareness of the relationships between them.</p> <p>The candidate makes a very limited attempt to address the requirements of the question. Only superficial awareness of the context of the question is evident and the few examples cited are often inaccurately reported or inappropriately used.</p>	<p><b>Level 1 (1–2 marks)</b> The candidate makes a partial attempt to evaluate political institutions, processes and behaviour. Arguments offered are superficial or simplistic. There is very limited awareness of parallels or comparisons.</p>	<p><b>Level 1 (1 mark)</b> The answer relies upon narrative which is not fully coherent and which is expressed without using political vocabulary.</p> <p>Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p> <p>A conclusion is either not offered or it is not related to the preceding material.</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>

**NB:** whilst there is no requirement for candidates to make reference to the extract or passage provided when answering questions with a total of 25 marks, the use of such material can be credited on AO1 and AO2, where it is relevant to the question posed. Candidates may also be given credit for using relevant material drawn from the extracts or passages which accompany other questions on the paper.

**Topic 1 The British Constitution****Total for this topic: 40 marks**(01) Explain the term *judicial review* used in the extract.

(5 marks)

At a lower level, candidates are likely to offer a simple definition of judicial review (eg seeking judgement from courts that a public body has acted unlawfully in exercising its powers). Middle range answers will normally explain that judicial review cases have increased dramatically in recent years, and may outline some of the reasons for this (eg judicial review of legislation following UK entry into the EU and declarations of incompatibility under the Human Rights Act 1998). Top level answers may additionally give examples of relevant cases (eg Factortame with EU law, anti-terrorist legislation declared incompatible under the Human Rights Act), and/or explain some of the grounds of judicial review.

(02) Using your own knowledge as well as the extract, explain why the creation of a Supreme Court has taken the UK some way towards a separation of powers.

(10 marks)

The extract explains that the Constitutional Reform Act 2005, by creating a Supreme Court which effectively removes judicial functions from the House of Lords, has moved the UK some way towards a separation of powers. At the lowest level, therefore, candidates are likely to do little more than use the extract to rework this, although for Level 2 there should normally be some attempt also to explain the concept of separation of powers. For Level 3 and above there should normally be an explanation of the new judicial arrangements flowing from the Constitutional Reform Act 2005, in particular the replacement of the House of Lords as the new Supreme Court of the United Kingdom from October 2009. For the top level, candidates will normally explain that this reform, by removing judicial functions from the House of Lords (which is a chamber of the legislature) goes some way towards creating a separation of powers. Reward at all levels answers that draw comparisons and contrasts with other political systems, eg USA, and explanations which point out that even under the previous arrangements the Appellate Committee of the House of Lords was effectively an independent court, and information about other aspects of the 2005 Act relevant to the concept of separation of powers (eg replacement of Lord Chancellor by Lord Chief Justice as Head of Judiciary; new arrangements for judicial appointments). Also reward answers explaining remaining aspects of fusion of powers in UK, but full marks are possible without this.

(03) 'There is now an overwhelming case for a codified UK constitution.' Discuss. (25 marks)

For AO1, from their own knowledge candidates should demonstrate knowledge and understanding of specific sources of the constitution, both written (eg statute, case law) and unwritten (eg conventions). Better candidates are likely to distinguish between 'written' – which applies to many of the sources of the UK constitution – and 'codified' – which does not. Better candidates should also be able to illustrate their answer with examples of these sources and also demonstrate knowledge and understanding of other main features of the constitution (eg flexibility). For top levels, candidates should normally demonstrate knowledge and understanding of recent key developments in debates about the constitution. These are likely to include the implications of British membership of the EU, the Human Rights Act 1998, devolution, and the Constitutional Reform Act 2005. Reward at all levels appropriate material

about other constitutions (eg USA) although there is no expectation that comparative material should be detailed or substantial.

With AO2, candidates should analyse and evaluate the main arguments for a codified constitution (eg rights and a body of other fundamental laws entrenched, places limits on the power of politicians, codification offers clarity), although for Level 3 and above there should normally be some analysis of counter arguments (eg recent developments like HRA now protect basic rights, uncodified allows flexibility, courts would have too much power). At all levels, reward analysis of non-constitutional arguments relevant to the debate about codification (eg political culture safeguards rights, complexity of codification, disagreement about provisions). The extract refers to the implications of codification to the notion of parliamentary sovereignty so reward also relevant analysis of this. 'Overwhelming' is a discriminator and should be rewarded where addressed specifically (eg overwhelming as scope and power of government has increased, not overwhelming as EU membership, devolution, HRA, etc have resulted in key areas of constitution increasingly being written). As with AO1, reward relevant comparative material but there is no expectation that this should be extensive or detailed.

**Topic 2 Parliament****Total for this topic: 40 marks**(04) Explain the term *select committees* used in the extract.*(5 marks)*

At Levels 1 and 2, candidates are likely to offer little more than reworking the reference to select committees providing opportunity for backbenchers to make an impact, possibly with some limited additional information from the extract (eg difference from public bill – or standing – committees) or from their own knowledge (eg example of a particular select committee). For Level 3 or higher, there will normally be an explanation relating to functions, composition, powers, etc of select committees. Reward relevant assessment of effectiveness of select committees, but the question only requires explanation, so full marks will normally be possible without this. At all levels reward examples (eg of specific select committee investigations or reports, of backbenchers prominent in work of select committees, etc). Reference to select committees in the House of Lords is relevant and should be rewarded appropriately, but full marks will normally be possible without this.

(05) Using the extract and your own knowledge, identify **and** explain **two** ways in which the Official Opposition in the House of Commons can challenge the government. *(10 marks)*

The extract refers to select committees and to the Opposition having some control over the timetable (eg Opposition Days) and participation in debates of the House of Commons. These and other ways, including parliamentary questions (both to the Prime Minister and other departmental ministers) and No Confidence motions, can be identified in answer to the question. Also accept relevant discussion of shadow cabinet, shadow ministers, Leader of the Opposition etc. For AO1, two marks are available for each of the two ways identified, with full marks when supported by additional relevant information (eg frequency of PM's questions, composition, rarity of No Confidence motions). With AO2, reward relevant explanation of 'challenge'. For example, PM's questions allows challenge, as Leader of Opposition has opportunity to ask questions, No Confidence Motion results, if successful, in government resignation or general election. Up to two AO2 marks for each way identified. Question is about **Official** Opposition (not individual MPs, or backbenchers, or opposition parties) so answer must focus firmly on this for top level marks.

(06) 'The main role of backbench MPs is to support or oppose the government in the House of Commons, not to represent the views of their constituents.' Discuss. *(25 marks)*

With AO1, most candidates are likely to demonstrate knowledge and understanding of the relationship between MPs and their constituencies and of party loyalties. At lowest level there may be little attempt to focus specifically on backbenchers as opposed to MPs more generally. For Level 2, they should also normally show knowledge and understanding of the position of backbenchers and the mechanics of party discipline in the House of Commons. For Level 3 and above, answers should normally also cover main roles of backbench MPs (eg legislation) and of opportunities to participate in House of Commons business (eg parliamentary questions, select committees, debates). The question refers to both supporting and opposing the government, so for the highest level both should normally be considered with reference to the role of backbenchers within opposition as well as government parties. Some candidates may refer to the role of Independent MPs, which should be rewarded, but full marks are normally possible without this. At all levels, reward examples of backbench MPs representing constituency

interests, supporting and/or opposing the government, and accurate, relevant knowledge of parliamentary procedures.

With AO2, most candidates are likely to recognise the conflicts between the different roles of MPs, but for Level 2 and above there will normally be analysis and evaluation of the conflicts that can occur between backbench MPs' constituency and party loyalties. For Level 3 and above there should normally be a clear focus on 'main role'. It is possible to argue both for and/or against the contention in the stimulus but for Level 4 both viewpoints will normally be addressed. For Level 4, there should also normally be analysis of the main factors (eg internal party discipline, threat of de-selection) influencing MPs with regard to determining their main role, and a firm focus on backbenchers (as opposed to other categories of MPs). Reward candidates who specifically discuss the position of MPs of both government and opposition parties, who develop analysis within the representative/delegate framework, and who draw attention to the significance of the types of issues and circumstances which may incline MPs to support constituency over party issues or vice versa.

**Topic 3 The Core Executive****Total for this topic: 40 marks**(07) Explain the term *the government* used in the extract.*(5 marks)*

At the lowest level candidates are likely to answer in terms of the body that runs the country or similar. For two or more marks there will normally be an explanation that shows some knowledge but is not wholly accurate (eg ‘the majority party in the House of Commons’, the Cabinet). At these levels, there may also be references to different types of government (eg coalition, majority). For Level 4, there should normally be a clear reference to ministers and accompanying explanatory material (eg includes junior ministers and Cabinet ministers, all drawn from either House of Commons or House of Lords, all collectively responsible, government changes if governing party defeated at general election, civil servants carry out work of government under ministerial control, machinery of government structured into departments). The answer could also be answered in terms of government as a process. This is an unlikely response but as it is technically accurate should be accepted and rewarded.

(08) Using your own knowledge as well as the extract, explain how prime ministers might use Cabinet reshuffles to assert their authority.

*(10 marks)*

The extract states that Mr Brown in 2009 was considering a reshuffle to assert his authority and at the lowest level candidates are likely just to rework this. For Level 2 and above there will normally also be recognition from the extract that prime ministers can replace ministers with others more loyal to themselves. However, for Level 3 and above there will normally be recognition that reshuffles are part of prime ministerial powers of patronage. This may highlight the use of reshuffles to assert authority within the government (dismissal of opponents, promotion of supporters), Parliament (promotion of loyalists), party (promotion and dismissal on the basis of factional or ideological positions), or within the country at large (eg appointing ministers to deal with key issues/problems). Normally at least two of these will be discussed for top level. At all levels reward specific examples. Answers that discuss reshuffles without addressing ‘authority’ will not be assessed above level 3. Reward also recognition that reshuffles are sometimes forced on PMs by scandals or other factors, that reshuffles can backfire on PMs (eg Blair’s ‘botched reshuffle’) and that, as in 2009, reshuffles can indicate a PM’s lack of authority, although full marks will normally be possible without this.

(09) ‘In modern times the prime minister, not the Cabinet, dominates the core executive.’ Discuss.

*(25 marks)*

At the lowest level candidates are likely to do little more than rework the extract and add other basic material about the prime minister. For Level 2, knowledge and understanding about the main prime ministerial powers (eg appoints ministers, determines Cabinet agenda, uses bilaterals, etc) must be evident. For Level 3 and above, however, knowledge and understanding about the Cabinet and Cabinet system should also be demonstrated (eg composition, frequency of meeting, Cabinet Committees, Cabinet Office, etc). At Level 4 knowledge and understanding about the core executive more widely will also normally be demonstrated, while ‘in modern times’ will also normally be addressed. Reward policy and other relevant examples at all levels and examples relating to specific PMs, including those other than Blair and Brown.

With AO2, at Level 1 answers are likely to focus more or less exclusively on the powers of the prime minister. For Level 2, however, there should normally be some attempt to evaluate the relative power of the prime minister and the Cabinet. 'Dominates' is a discriminator and should normally be addressed specifically for Level 3 and above, although it is possible to argue either for or against the contention in the question. It is possible also to argue that other actors within the core executive (eg senior civil servants) 'dominate' or that both the PM and Cabinet have the capacity to 'dominate' depending on personalities, political circumstances, policies involved and so on. For Level 4 'within the core executive' (ie including 'dominate' relative to civil servants, departments, etc) and 'in modern times' (eg increased complexity and urgency of many decisions requires PM to act without Cabinet) should normally be addressed specifically. Analysis which focuses on powers of the PM relative to party, Parliament, media is relevant but should normally be focused on how this affects power relationships within the core executive to be credited at higher levels. The prime ministerial/Cabinet government debate is also relevant but candidates must normally include this within analysis of the core executive more widely.

**Topic 4 Multi-level Governance****Total for this topic: 40 marks**

(10) Explain the term *MEP* used in the extract.

*(5 marks)*

The extract provides contextual information and explains that MEPs are elected representatives. At lower levels, candidates are likely simply to explain this and also state that the term stands for 'Member of the European Parliament'. For three+ marks, however, candidates should give additional relevant information (examples of MEPs, term of office, electoral system used, party groupings in European Parliament). Answer only requires explanation.

(11) Using your own knowledge as well as the extract, identify **and** explain **two** reasons why the European Union might be seen as *outside effective democratic control*. *(10 marks)*

The extract states that the European Union is outside effective democratic control and exemplifies the unelected Commission's domination of policy-making. For AO1, two marks are available for each reason identified, with full marks for supporting relevant information. In addition to reason given in the item, these might include: limited powers of European Parliament, powers of Council of Ministers, COREPER, limited role of Westminster in EU policy making, lack of referendums ratifying treaties etc. Accept also answers relating to electoral factors such as low turnout, apathy, predominance of domestic political factors. For full marks there should normally be relevant supporting detail (eg numbers/example of MEPs and Commissioners).

For AO2, there should be a clear attempt to explain 'outside effective democratic control' (eg European Parliament is only elected element in EU/cannot initiate legislation, low turnout at EU elections limits legitimacy, QMV allows national interests to be overridden, etc). For full marks at AO2 there should normally be an explicit focus on 'effective' (eg European Parliament can remove Commission but not individual Commissioners). Answers arguing that effective democratic control is present should be rewarded on their merits but the question does not ask specifically for this so full marks are possible without it.

(12) 'The advantages clearly outweigh the disadvantages.' Discuss with reference to **either** local government **or** devolved government in Britain. *(25 marks)*

With AO1, candidates at lower levels are likely to do little more than make reference to elected local government or the Scottish Parliament and the Welsh Assembly. For Level 2, there should normally be some reference to the main powers of these bodies, with additional detail for Level 3 and above. Policy examples illustrating the use of these powers should be rewarded as well as relevant contextual discussion (eg reasons for difference in powers between Scottish Parliament and Welsh Assembly, and powers of different tiers of local government). Discussion of the Northern Ireland local and devolved bodies should be rewarded but full marks are possible without this. Relationships between central government and local government or devolved bodies are relevant and should be rewarded, but there is no expectation of detailed knowledge of this. With local government, examples from England are entirely appropriate, despite the Scottish context of the extract. Knowledge and understanding of local government in Scotland and Wales should be rewarded where appropriate, but full marks are possible without this.



With AO2, candidates should focus on the relative advantages and disadvantages of elected local government and devolution. It is possible to argue either for or against the contention in the stimulus, that advantages and disadvantages are equally balanced, and/or that the balance between advantage and disadvantage differs between different parts of the UK. Answers that deal only with advantages or only with disadvantages will normally not be rewarded above Level 2 for AO2. Disadvantages may include those mentioned in the extract (confusion, expense, blurred accountability, central control over local government) but for Level 3 and above other disadvantages (eg anomalous position of England with devolution, policy variation in different areas of UK, limited powers of local government) should normally also be included. Advantages that are likely to be discussed include: greater democracy and accountability, policy variation in response to local needs, increased participation, advantages of elected local government over unelected quangos, etc). For the top level, advantages and disadvantages should **both** normally be addressed specifically. Candidates offering analysis of both local government and devolved bodies, for example comparing aspects of local government with devolved, can be rewarded, but full marks are possible without this as the question asks only for either/or. Analysis relating to concepts such as representation, accountability, subsidiarity, etc should also be rewarded but full marks will normally be possible without this. Reward at all levels policy examples used to support analysis.

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**ASSESSMENT OBJECTIVES GRID**

<b>AS Assessment Objective</b>	<b>Marks allocated by Assessment Objective 5-mark question</b>	<b>Marks allocated by Assessment Objective 10-mark question</b>	<b>Marks allocated by Assessment Objective 25-mark question</b>	<b>Total Marks by Assessment Objective</b>
<b>AO1</b>	5	4	11	20
<b>AO2</b>	0	4	8	12
<b>AO3</b>	0	2	6	8
<b>Total</b>	<b>5</b>	<b>10</b>	<b>25</b>	<b>40</b>