



**General Certificate of Education  
January 2012**

**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 students' 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 students' 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 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.

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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 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.

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## AS GOVERNMENT AND POLITICS

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

<p><b>Knowledge and Understanding:</b> <b>Recall, Select &amp; Deploy</b></p>
<b>AO1</b>
<p><b>Level 4</b> <b>(5 marks)</b> The student successfully demonstrates excellent knowledge and understanding of political data, concept(s) or term(s).</p> <p>Where appropriate, the student is able to illustrate his/her answer with relevant evidence/example(s).</p>
<p><b>Level 3</b> <b>(4 marks)</b> The student successfully demonstrates good knowledge and understanding of political data, concept(s) or term(s).</p> <p>Where appropriate, the student is able to illustrate his/her answer with relevant evidence/example(s).</p>
<p><b>Level 2</b> <b>(2–3 marks)</b> The student demonstrates limited knowledge and understanding of political data, concept(s) or term(s).</p> <p>The student may illustrate his/her answer with evidence/example(s) of limited relevance.</p>
<p><b>Level 1</b> <b>(1 mark)</b> The student demonstrates little knowledge and understanding of political data, concept(s) or term(s).</p> <p>The student 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 student demonstrates an excellent knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The student 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 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 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 student demonstrates good knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The student 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 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/theories/institutions and processes.</p> <p>The student 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 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.</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>
<p><b>Level 1 (1 mark)</b> The student demonstrates little knowledge and understanding of political concepts/theories/institutions and processes. The student makes little attempt to address the requirements of the question and produces few examples and/or little evidence 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>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.</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>

**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 student 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 student's answer includes relevant evidence and/or examples to substantiate and illustrate points made.</p>	<p><b>Level 4 (7–8 marks)</b> The student evaluates political institutions, processes and behaviour, applying appropriate concepts and theories.</p> <p>The student 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 student 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 student produces answers with a clear sense of direction leading towards a coherent conclusion.</p>
<p><b>Level 3 (7–9 marks)</b> The student 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 student evaluates political institutions, processes and behaviour, applying some concepts or theories.</p> <p>The student 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 student 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 student 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 student 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 student offers a limited evaluation of political institutions, processes and behaviour and begins to construct arguments which contain basic explanations.</p> <p>The student shows some awareness of differing viewpoints. There is recognition of basic parallels or limited comparisons.</p>	<p><b>Level 2 (2 marks)</b> The student 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 student 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 student 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 student 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 students 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. Students 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 *constitutional conventions* as used in the extract. (5 marks)

The extract provides contextual material linking conventions to another key component of the constitution (ie statute). Weaker students may do little more than rework this. Better answers, however, should be able to offer a definition/explanation of the term ‘constitutional convention’ – ie established norm of political behaviour or similar – and normally this should be present for Level 2 and above. For Levels 3 and 4 there will normally also be further explanation (eg not enforceable by law) and/or examples (eg ministerial responsibility, appointment of Prime Minister, Salisbury convention, dissolution of Parliament).

(02) Using your own knowledge as well as the extract, explain how the establishment of the Supreme Court has ‘significantly increased the judiciary’s independence’. (10 marks)

The extract provides useful contextual information explaining that the Constitutional Reform Act created a Supreme Court. Weaker students will probably just rework this, and such responses will normally only receive marks within Level 1. For Level 2 and above there will normally be an explanation that the Supreme Court replaces the previous arrangement where the highest court of appeal was the House of Lords. For Level 3 and higher there should normally be explicit explanation that this new arrangement, by separating judicial and legislative institutions, reduces the link between legislature and judiciary and, therefore, increases judicial independence. For top-level marks there will normally also be other relevant information (eg link with theory of separation of powers, concurrent reform of procedures for appointing judges and replacement of Lord Chancellor by Lord Chief Justice as Head of the Judiciary).

(03) 'The British constitution provides effective protection for the rights of UK citizens.'  
Discuss. (25 marks)

Students should demonstrate knowledge and understanding of the British constitution. Most students should also demonstrate knowledge of the main legislation/conventions (notably Human Rights Act, European Convention on Human Rights) and institutions (European Court of Human Rights) and there should normally be some reference to these for Level 2 and above. At higher levels there will usually also be additional relevant knowledge (eg cases brought under Human Rights Act; ability of courts to issue declarations of incompatibility). At the highest level students are likely to demonstrate knowledge and understanding of other mechanisms relevant to citizens' rights – judicial impartiality and independence, lack of separation of powers, parliamentary sovereignty – and of recent key developments in debates about rights and the constitution. 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, students should analyse and evaluate the main arguments about constitutional protection, or lack of it, of citizens' rights in the UK. At Level 1, students are likely just to argue that because the constitution is unwritten/uncodified etc it cannot protect rights, although recognition that there is not a fundamental body of entrenched rights will normally also be found at Level 2. For Level 3 and above, however, there will normally also be analysis of developments like HRA (and previously also the European Convention on Human Rights) which now offer some protection, as well as clarification, of basic rights. At the highest level there should normally be some attempt to develop discussion in terms of concepts such as judicial independence and parliamentary sovereignty, with recognition that Parliament is the ultimate determinant of citizens' rights within the UK. 'Effective' is a discriminator and should normally be expressed specifically for Level 4. Analysis of arguments about whether the UK should have a codified constitution are acceptable, but will normally not be assessed above Level 2 unless there is an attempt to relate analysis to the protection of rights. Reward analysis which offers contrast with other political systems – especially those such as USA, which offer constitutional guarantees of rights, although as with AO1 there is no expectation that this should be extensive or detailed.

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

The extract makes clear that the Speaker sits in the Commons and at the lowest level students will probably just repeat this. For Level 2 and above, however, there should be relevant additional information (eg Speaker presides over Commons, chooses speakers in debate, incumbent's name, etc). For Level 3 and above answers should demonstrate good knowledge: for example, Speaker gives up party allegiance, must stand for re-election as ordinary MP at general elections, is elected as Speaker by MPs. For Level 4 there will be excellent knowledge: for example, comparing House of Commons Speaker with equivalent in Lords; significance of Speaker in ruling on points of order, emergency debates; difficulties of position including those of Speakers Martin and Bercow. The extract clearly refers to the Speaker in the House of Commons so credit will not normally be given for explanations referring exclusively to the Speaker of the House of Lords.

(05) Using your own knowledge as well as the extract, identify **and** explain **two** reasons why most MPs tend to vote in divisions as their party whips instruct.*(10 marks)*

Extract explains as context that party discipline is strong. At Level 1 answers will probably do little more than rework this. For Level 2 and above there must be an explicit attempt to explain stick/carrot reasons why, as required by the question. These might include MPs' desire for promotion, honours, fear of constituency reprisals/deselection, party loyalty, support for manifesto promises, etc. Any two relevant reasons to be accepted, with 50% marks available for each reason. Normally reward identification of reason with AO1 marks and explanation with AO2 marks. Maximum 50% marks for students offering only one reason. Full marks available for students explaining two reasons. More than two reasons should normally not receive additional credit. Reward relevant contextual material (eg rarity of backbenchers' rebellions/government defeats/examples of backbench rebellions), but focus must be on 'why obey' for top-level marks. Reward also at AO2 students who address 'most' (eg Independent MPs not bound by whips) and 'tend' (eg MPs sometimes disobey whip for constituency, conscience, etc reasons) but full marks possible without this.

(06) 'The House of Lords performs no useful role in the British political system and should now be abolished.' Discuss. (25 marks)

With AO1 the extract states that the House of Lords is unelected and implies that the main focus of parliamentary activity is in the House of Commons. At Level 1 students are likely just to rework this with limited additional information. At Level 2 there will normally be evidence of some knowledge and understanding of aspects of the composition of the House of Lords (especially since the Blair government's reforms), and for Level 3 of its main powers and functions (especially its revisory legislative role). For Level 4 there should also be clear evidence of knowledge and understanding of the likely effects of abolition (eg upon the workload of the Commons) and of the main proposals for reform of the House of Lords (as an alternative to abolition). Reward at all levels knowledge and understanding drawn from other political/legislative systems. Discussion of the removal of judicial functions to the Supreme Court is relevant and should be rewarded but full marks will normally be possible without this.

With AO2 at Level 1 the discussion is unlikely to develop much beyond the view that as the House is unelected it is, therefore, unrepresentative/undemocratic and should therefore be abolished. For Level 2, however, there will normally be some attempt to address 'no useful role' which is likely to focus upon the usefulness of the Lords' legislative role (especially the role of peers who have relevant expertise, the removal of workload from the Commons, and the ability to delay hasty, unpopular legislation for one year). For Level 3 there will normally be a focus upon some of the consequences of abolition (eg increased workload upon Commons, likelihood of ill-drafted legislation). For Level 4 this must normally be accompanied by an attempt to analyse the relative advantages of reform and abolition. This can be argued from a number of perspectives (eg reform might lead to second chamber challenging the Commons and dangers of 'gridlock'; abolition would remove delaying power/reduce scrutiny of government with increased danger of 'elected dictatorship'). Reward at all levels contrasts/comparisons with other legislatures (eg effective working of unicameral Scottish Parliament and Welsh Assembly; gridlock in US Congress) where this enhances the quality of the answer, although full marks will normally be possible without this. Analysis related to different reform proposals (eg wholly elected chamber poses more risk of gridlock than partly appointed chamber) should also be rewarded at all levels.

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

(5 marks)

At Level 1 answers are likely to be vague (eg government workers or similar) but for Level 2 answers should include some specific relevant knowledge and understanding (eg workers in government departments, servants of the Crown other than holders of political and judicial office). At Level 3 there will normally be additional information about characteristics (eg permanent, anonymous, neutral) or role (eg advise ministers, implement policy). For top level there will normally be excellent knowledge (eg most civil servants employed in Next Steps Agencies; difference from special advisers and local government/quango workers; grading/hierarchies) or examples (eg name of Cabinet or Permanent Secretary, policies allegedly influenced by civil servants). Reward contrasts/comparisons with bureaucratic arrangements in US and other political systems but full marks normally possible without this.

(08) Using your own knowledge as well as the extract, explain why individual ministerial responsibility is central to the operation of UK government.

(10 marks)

Level 1 answers will probably do little more than explain that IMR is a constitutional convention. Level 2 answers will normally also explain the main aspects of individual ministerial responsibility such as ministers' answerability to Parliament for all the policies and work of their departments, conventions surrounding resignation, responsibility for personal conduct, etc. For Level 3 and above there will normally be some attempt to address 'central to the operation of UK government' by exemplifying aspects of IMR that facilitate government in the UK (eg named minister accountable for every action/policy of government, clarifies/enhances answerability to Parliament, possibility of ministerial resignation promotes efficient government, IMR protects anonymity of civil servants, ensures each minister's individual probity). For Level 4 there will usually be a firm focus on 'central' (eg IMR allows 'fusion' between executive and legislature) together with examples of ministerial resignations under IMR (eg Mandelson, Blunkett). Students who explain that IMR does not always operate in strict accordance with constitutional convention (eg ministers do not always resign); that IMR can be a barrier to effective accountability and/or constrain governmental operations (eg by limiting the pool of ministerial recruitment) should be rewarded where relevant but full marks can be accessed without this. Answers that draw a distinction between IMR and collective responsibility should also be rewarded, although full marks will normally be possible without this, whilst answers that write wholly about collective responsibility will not normally receive credit.

(09) 'In theory, but not in practice, the powers of modern prime ministers are unlimited.'  
Discuss. (25 marks)

AO1. At the lowest level students are likely to do little more than assert the power of the prime minister with some examples (eg power over appointment/dismissal of ministers, control over Cabinet agenda). For Level 2 this is likely also to demonstrate some understanding of constraints upon prime ministerial power, especially that of Cabinet ministers, with likely examples such as Thatcher's dismissal and the effect of ministerial resignations over the Iraq war. For Level 3 there will normally be demonstrated knowledge and understanding of wider aspects of prime ministerial power (such as prerogative powers and power through the whips to control the party and, in normal circumstances, Parliament) and associated constraints (eg backbench rebellions, no-confidence votes). For Level 4 there will in addition normally be a clear distinction between theoretical powers (eg complete control over government policy) and practical limitations (eg 'conservative' pull of civil service; influence of powerful departmental ministers, public opinion, etc). 'Modern' is a discriminator and will normally be addressed specifically for Level 4. This will normally require knowledge and understanding to be demonstrated of examples drawn from the premierships of recent incumbents, such as the post-2010 coalition government. At all levels reward use of relevant examples to illustrate discussion.

For AO2 the main focus should be upon the analysis of theoretical and practical aspects of prime ministerial power. At Level 1 this will probably consist of limited analysis focusing only on theoretical aspects of prime ministerial power. For Level 2, however, there should normally be some attempt to address both 'in theory' and 'in practice'. For Level 3 there will normally also be a well focused analysis of 'in theory but not in practice'. At Level 4 there should additionally be a clear focus on 'unlimited'. Analysis in most cases is likely to support the contention in the stimulus, but possible also to argue that the range of 'theoretical' powers can enable prime ministers to exert near total power, and/or that the degree of prime ministerial power varies with circumstance, policy, personality, etc. 'Modern' is a discriminator and should normally be addressed specifically for Level 4. The most likely focus of analysis may be the growth of prime ministerial power at the expense of Cabinet government and/or the limitations on prime ministerial power that may arise in a coalition government. Answers that exclusively focus on the 'prime ministerial versus Cabinet government' debate are relevant but will normally be unlikely to reach higher levels, as with analysis that takes the form of 'presidentialism' of modern premierships. Comparative analysis should be rewarded at all levels, where this enhances the quality of the answer, although full marks will normally be possible without this.

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

(10) Briefly explain the term *devolved government* used in the extract. (5 marks)

The extract refers to devolved government in the context of passing power downwards. At the lowest level students will probably do little more than rework this. For two or more marks, however, there should normally also be some reference to Scottish and/or Welsh devolution. The question refers to devolved government, not 'devolution', and so for marks above Level 2 there will normally be an explanation of the composition, powers, role, etc of the main devolved bodies. For Level 3 explanation of the Scottish Parliament and Welsh Assembly can be accepted, but for top level there should normally be some reference to the Scottish government and the Welsh Assembly government. Explanation of different forms of devolution – administrative, legislative, etc – is relevant but the main focus, as noted, is upon devolved government; hence explanations that relate to the roles of the Scottish and Welsh first ministers and executive will normally obtain the highest marks. Discussion of the Northern Ireland Assembly should be accepted but full marks are possible without this; likewise discussion of relations between the devolved governments and ministers in the UK government.

(11) Using your own knowledge as well as the extract, identify **and** explain **two** problems arising from the West Lothian Question. (10 marks)

Answer requires identification and explanation of **two** problems arising from the West Lothian Question (WLQ). As a general rule half the marks should be available for each 'problem' identified and discussed. The extract states that effective devolution to Scotland would weaken the role of English MPs in the House of Commons and at lowest level, answers are likely to offer this as one example, and rework material from the passage as explanation. However, for higher levels, answers identifying this 'problem' should explain how English MPs are disadvantaged (eg unable to vote on legislation affecting Scotland under devolved power, whilst Scottish MPs – and also Welsh and Northern Ireland MPs – are not prevented from voting on legislation affecting only England). While most such answers will explain that English MPs are disadvantaged, arguments that the role of English MPs is not weakened (eg English MPs still in majority at Westminster; parliamentary sovereignty maintains power at Westminster) can be rewarded on merit but full marks for this 'problem' are possible without this.

Other 'problems' identified may include: the anomaly of Scottish MPs being able to vote on legislation affecting England but not on similar legislation affecting their own constituencies (where the legislation falls within devolved powers); the anomaly of Scottish MPs determining policy for England as UK ministers and (in the case of Gordon Brown) prime ministers; the anomaly of Scottish voters voting for national manifestos, parts of which will not apply to them. Higher-level answers are likely to explain that all such problems are likely to be exacerbated where different parties control different governments/Parliaments. At all levels reward accurate knowledge of precise legislative roles of English and Scottish MPs and SMPs, of powers of the Scottish and Westminster Parliaments, and of accurate policy examples (eg tuition fees). Reward accurate knowledge and analysis pertaining to Wales and Northern Ireland where relevant, but the primary focus of answers should be on the implications of Scottish devolution and the West Lothian Question.



(12) 'There is still a democratic deficit in the governance of the European Union.' Discuss.  
(25 marks)

AO1. At Level 1 answers may do little more than outline main institutions of EU (eg European Council, Council of Ministers, Commission, Parliament); but for Level 2 should show some relevant knowledge and understanding of their main powers. For Level 3 there should also be knowledge and understanding of aspects relevant to 'democracy' (eg voting in Council of Ministers, turnout and electoral systems used at European elections); and policy-making procedures of EU (eg consultation, co-decision, procedures). At Level 4 all of the main institutions will be discussed (ie European Council, Council of Ministers, Commission, Parliament) but reward accurate knowledge of other EU bodies (eg COREPER). At Level 4 also there should be some attempt to address 'still' (eg growing significance of European Parliament's role over time, referendums/national ratification of constitution). Accept and reward information about non-EU institutions (eg Westminster Parliament, national governments) but highest level will normally be possible without this.

AO2. At the lowest level there is likely to be little more than largely unsubstantiated assertion that the governance of the EU is undemocratic, probably focusing on the limited role of the only democratically elected institution (ie the European Parliament). At Level 2, however, there will normally be a limited attempt to analyse the influence of some of the main bodies, most likely the influence of the elected Parliament relative to other (unelected) institutions. For Level 3 and above there will normally be recognition of 'democratic' (eg direct election of Parliament; members of Council and Council of Ministers democratically elected in own governments; Qualified Majority Voting (QMV) in Council of Ministers) as well as 'undemocratic' (eg low turnout at European elections; limited influence of elected Parliament; influence of unelected Commission) aspects of EU government. For top level there will normally also be an explicit analysis of 'still' (eg growing influence of 'democratic' European Parliament, and 'undemocratic' Council in policy making, unelected President). At this level also there may well be analysis which recognises both national (eg elected Westminster Parliament can scrutinise European legislation; growing use of referendums/national ratification of constitutional developments) and European (eg QMV in Council of Ministers protects minority national interests) perspectives of 'democratic'. At all levels reward analysis that compares/contrasts EU government with UK institutions (eg elected legislature dominated by executive in UK as well as EU; UK civil service influence on policy making compared with influence of Commission).

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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>

#### Mark Ranges and Award of Grades

Grade boundaries and cumulative percentage grades are available on the Results Statistics page of the AQA Website: <http://www.aqa.org.uk/over/stat.html>.

#### Converting Marks into UMS marks

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

**UMS conversion calculator** [www.aqa.org.uk/umsconversion](http://www.aqa.org.uk/umsconversion)