

Final



**General Certificate of Education
January 2013**

Government and Politics

GOVP2

Governing Modern Britain

Unit 2

Final

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 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.

AS GOVERNMENT AND POLITICS

GENERIC MARK SCHEME for questions with a total of 5 marks

<p>Knowledge and Understanding: Recall, Select & Deploy</p>
AO1
<p>Level 4 (5 marks) 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>Level 3 (4 marks) 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>Level 2 (2–3 marks) 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>Level 1 (1 mark) 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>0 marks No relevant response.</p>

AS GOVERNMENT AND POLITICS**GENERIC MARK SCHEME for questions with a total of 10 marks**

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (4 marks) 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>Level 4 (4 marks) The candidate applies an excellent range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	<p>Levels 3–4 (2 marks) 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>Level 3 (3 marks) 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>Level 3 (3 marks) The candidate applies a good range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	
<p>Level 2 (2 marks) 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>Level 2 (2 marks) The candidate applies a limited range of concepts and makes limited use of political theory or ideas in developing an explanation or argument.</p>	<p>Levels 1–2 (1 mark) The candidate communicates explanations or arguments with limited clarity and effectiveness, using limited political vocabulary. The answer may lack either a clear focus on the question or a sense of direction.</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)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 1 (1 mark) 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.</p>	<p>Level 1 (1 mark) The candidate applies few concepts and makes little use of political theory or ideas in developing an explanation or argument.</p>	<p>Levels 1–2 (continued) (1 mark) A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit.</p>
<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>	<p>0 marks No relevant response.</p>

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

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (10–11 marks) 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>Level 4 (7–8 marks) 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>Level 4 (5–6 marks) 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>Level 3 (7–9 marks) 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>Level 3 (5–6 marks) 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>Level 3 (3–4 marks) 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)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 2 (4–6 marks)</p> <p>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>Level 2 (3–4 marks)</p> <p>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>Level 2 (2 marks)</p> <p>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>Level 1 (1–3 marks)</p> <p>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>Level 1 (1–2 marks)</p> <p>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>Level 1 (1 mark)</p> <p>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>0 marks</p> <p>No relevant response.</p>	<p>0 marks</p> <p>No relevant response.</p>	<p>0 marks</p> <p>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 *rule of law* used in the extract.

(5 marks)

At a basic level students should show knowledge and understanding that the rule of law is one of the bedrocks of liberal democracy. They may argue that it is a means of safeguarding citizens against tyrannical leaders. For marks beyond 3 they should state key aspects of the doctrine, such as the following: the law applies equally to all, diktats cannot be made at the whim of a ruler, they must be made through a constitutional process, judgements must be made by an independent judiciary, no person can be punished except for a distinct breach of the law.

(02) Using your own knowledge as well as the extract, consider the extent to which Parliament may be said to have ‘undermined the independence of the judiciary’.

(10 marks)

For AO1, students should demonstrate knowledge and understanding of the concept of judicial independence. They may mention principles such as the requirement that no one should be judge in their own cause (*Nemo iudex in causa sua*) and the doctrine of the separation of powers. They should realise from the extract that parliamentary sovereignty is a factor in this analysis. They may outline the relevant features of the doctrine, such as only Parliament can make law and no other body can set aside a law made by Parliament. Answers at the higher levels may note that the principle derives from the 1689 Bill of Rights.

For AO2, basic-level students should address the apparent contradiction between the two constitutional doctrines: parliamentary sovereignty and judicial independence. They may note that Parliament has the ultimate power over the judiciary. They may make use of the extract in noting that Parliament can act with little regard to existing law in various ways, such as changing laws when they have not been happy with judicial rulings and interfering in penalties imposed by judges. Students who offer a higher level of response may discuss some of the political controversies that have seen home secretaries in conflict with judges. Students should be rewarded for good illustrative examples.

(03) 'The British constitution is becoming increasingly codified.' Discuss.

(25 marks)

For AO1, students should demonstrate knowledge and understanding of the various sources of the British constitution. They should understand the meaning of 'codified' in this context and also the alternative of 'uncodified'. They should recognise that the British constitution is uncodified, sometimes characterised as unwritten.

For AO2, students should examine the balance between the various sources of the constitution, noting the growing body of codified constitutional law. They may be expected to place particular emphasis on the incorporation of the European Convention on Human Rights by means of the 1998 Human Rights Act. They may argue that many of its provisions effectively replace much common law with respect to various freedoms, such as freedom of speech and assembly, and freedom from arrest without trial. It is also likely that students will consider the implications of the 2005 Constitutional Reform Act. They may also consider the effects of membership of the European Union, perhaps with reference to the Social Chapter accepted by New Labour. Some may argue that the Freedom of Information Act also represents a further codifying of the constitution. In addition, they may consider the devolution legislation, much of which has the character of fundamental law, limiting the legal powers of Westminster, a formerly sovereign parliament, and establishing a quasi-federal constitution.

Beyond the above points very advanced students may consider a range of items of authoritative documentation, such as the *Ministerial Code*, first published as *Questions of Procedure for Ministers* in 1992 as a set of 'rules' for ministers. Students may also note *The Duties and Responsibilities of Civil Servants in Relation to Ministers*, produced by the Head of the Civil Service in 1985 following the Clive Ponting affair, which became known as the Civil Service Code.

The strong students may also mention the Cabinet Manual, drafted by the Cabinet Office under Cabinet Secretary Gus O'Donnell, setting out how the government and civil service relate to the monarchy, devolved administrations and international institutions such as the European Union. Students may also note how the prospect of a coalition government in 2010 called for constitutional clarification by the Cabinet Secretary and led to the *Coalition Agreement for Stability and Reform*, issued in May 2010.

Students are not expected to cover all the material detailed above in order to access high-level marks. Moreover, they may introduce relevant material not so covered and this should be fully credited. The conclusion must clearly focus on the proposition in question. It does not matter what view students reach; they may agree with the proposition, disagree with it or take an intermediate position. However, their position must be supported by their arguments and examples.

Topic 2 Parliament**Total for this topic: 40 marks**

(04) Explain the phrase *representation of constituents' grievances* used in the extract.

(5 marks)

Students should demonstrate knowledge and understanding of the traditional role of MPs in representing constituents' grievances in Parliament and seeking redress. Such grievances take a variety of forms, often associated with the provision of a state service such as roads, environment protection, social security, social housing, education or the NHS. High-level responses may also discuss the various ways constituents contact ministers, referring to lobbying, attendance at surgeries and increasingly using the 'blogosphere'. More advanced students may be able to identify a wide range of avenues whereby an MP might seek redress, including letters to, or meetings with, officials and/or ministers, questions asked in Parliament, points made in debate, and access to the Ombudsman.

(05) Using your own knowledge as well as the extract, identify **and** explain **two** ways in which MPs in Parliament 'articulate the interests of different groups in society to government'.

(10 marks)

For AO1, students should demonstrate knowledge and understanding of the various interpretations of the term 'representation'. They should also show understanding of the term 'articulate', as it is used in the extract (political terminology). More advanced students may make particular reference to the ideas of general and specific representation mentioned in the extract, explaining the difference between the two.

For AO2, students should analyse the function of Parliament as an articulator of interests. They should recognise that Parliament is one of the key access points of interest groups. Students will note that many MPs have strong links with interest groups, including honorary membership and sponsorship. Strong students will note the dangers of such relationships and discuss the significance of the Register of Members' Interests. Some may make mention of scandals such as that over 'cash for questions'. In considering the articulation of particular interests, students should note that MPs have numerous opportunities, such as asking parliamentary questions, speaking in the various stages of the legislative process, working through select committees, lobbying ministers, becoming recognised spokesmen for particular causes, appearing in the broadcast media and writing articles in the press. Advanced students may question the efficacy of Parliament as a point of access.

(06) 'The House of Lords can often be more effective than the House of Commons in the scrutiny of the executive.' Discuss. (25 marks)

For AO1, students at a basic level must demonstrate knowledge and understanding of the general scrutiny role of Parliament. They may set this within the context of its other roles. They should show understanding of the working of the various scrutiny instruments, such as question time, select committee inquiries, public bill committees, and full house debates. Higher-level students should recognise that scrutiny can take place at various points, such as pre-legislative scrutiny, the legislative process, and select committee inquiry.

For AO2, students should discuss the relative abilities of the two houses to perform the scrutiny role. This should involve an analysis of the scrutiny instruments available in each, looking at factors such as committee composition and legislative powers. Students should identify and analyse key differences in the abilities of the respective houses to scrutinise the executive. These may include factors such as members of the Lords not usually having further political ambitions, not being so constrained by party discipline, many sitting as crossbenchers, often with greater expertise on particular aspects of policy than MPs owing to eminence and experience in various walks of life, all being secure in their positions and, with no need to face an electorate, little fear of the media. While a wide coverage of these factors should be rewarded, it is not necessary to cover them all in order to access top-level marks. The use of appropriate examples, of which there are many, will be a key discriminator. Higher-level students should note the word 'often' which is also a discriminator; students may argue that the House of Lords can be more effective in the scrutiny of the executive than the House of Commons at times, but that this is, or is not, *often* the case.

The conclusion must clearly focus on the proposition in question. It does not matter what view students reach; they may agree with the proposition, disagree with it or take an intermediate position. However, their position must be supported by their arguments and examples.

Topic 3 The Core Executive

Total for this topic: 40 marks

(07) Explain the term *neutral civil service* used in the extract.

(5 marks)

At a basic level, students must demonstrate knowledge and understanding that a neutral civil service is one that does not change to reflect the political colour of the government and whose members are not appointed by politicians. They may argue that this is a defining feature of the British civil service. However, they may note that this has not always been the case. They may draw contrasts with other countries such as the USA and France. Some advanced students may see the neutral civil service as a product of the Northcote-Trevelyan reforms.

(08) Using your own knowledge as well as the extract, identify **and** explain **two** arguments for a permanent civil service.

(10 marks)

For AO1, students at a basic level should demonstrate knowledge and understanding of the concept of a permanent civil service. Some may argue that the principle is a product of the nineteenth-century Northcote-Trevelyan reforms. For AO2, students may note variously that permanence enables civil servants to have a career for life and become expert in various fields, ensures continuity of policy, can curb any tendency of ministerial zealots to embark upon reckless policy projects and is a guard against corruption. Higher-level students may seek to strengthen their arguments by noting problems created where permanence is undermined, as when transient political advisers are brought in or when ministers take an interest in internal promotions. If there are students who go beyond the required two arguments, credit only the best two.

(09) Evaluate the factors that can give the prime minister power over other cabinet members.
(25 marks)

For AO1, students should identify the range of features that political scientists regard as conducive to prime ministerial supremacy over colleagues. These may include the ability to hire and fire, use of bilateral and 'partial cabinets', control of the cabinet agenda, support of various Number Ten policy units, etc. (sometimes seen as a *de facto* prime ministerial department), support from the Cabinet Office, the relationship with the Cabinet Secretary, opportunity to act upon a world stage, media portrayal, and the idea of a personal mandate from the electorate. Students would not need to identify all of these factors to gain high marks; equally, some may identify further factors and these should be credited.

For AO2, students should subject the features they have identified to evaluation. This should result in an analysis of the limitations present in these apparent prime ministerial resources. 'Can' is a discriminator. Students may argue that the factors can give supremacy but do not always do so. For example, while media reporting can elevate the status of a prime minister it can also act to undermine, as in the case of John Major. Again, while a prime minister can dominate colleagues through the threat of a cabinet reshuffle, some are effectively 'unsackable' as in the case of Gordon Brown when Chancellor. Students may also note that the cabinet often contains powerful colleagues who are also rivals for the position and may work to undermine it through unfavourable briefings and the formation of cabals. Strong students will back up their arguments with examples of different prime ministers and circumstances, of which there are many.

Students may conclude that prime ministers are, or are not, dominant. Some may take an intermediate position, arguing that political circumstances make the position variable. For example, Thatcher was strong at one time, but became weak. The position taken in the conclusion is immaterial, but must be supported by the evidence adduced.

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

(10) Explain the term *central government* used in the extract.

(5 marks)

At a basic level, students should demonstrate knowledge and understanding that a central government stands as the top level in a multi-level system of governance in a unitary state. Its territory is the entire polity. It is often known as the national government. Some students may contrast these with the units of governance at sub-national levels, such as elected local authorities at various levels. The relationship between the levels tends to be one of power and dependency. More advanced students may also include the range of non-elected bodies (quangos) which can be seen as instruments of local governance. Some students may only detail the structure of the central government without reference to its position in a multi-level governance structure. This may be rewarded but will not access the highest level.

(11) Using your own knowledge as well as the extract, identify **and** explain **two** ways in which central government 'seeks to command' local government.

(10 marks)

For AO1, students should demonstrate knowledge and understanding that Britain is a unitary state and that local authorities are constrained by the laws passed by the Westminster Parliament. They should identify two of the various controls available to the centre, such as specific (or ring-fenced) grants, general grants, council tax controls, *ultra vires*, directives, various regulatory instruments and political pressure.

For AO2, students should explain how their chosen instruments work. Students should normally give examples to illustrate their discussion. Higher-level students may draw from the extract the way in which the governing institutions at various levels operate within complex networks. They each have resources (knowledge, experience, expertise, legitimacy, finance) with which to co-operate, bargain with and try to manipulate each other. Should a student go beyond the required two ways in which central government 'seeks to command', credit only the best two.

(12) 'Allegations of a "democratic deficit" within the European Union are more justifiable in the case of some of its institutions than in others.' Discuss. (25 marks)

For AO1, students should demonstrate knowledge and understanding of the term 'democratic deficit'. They should realise that it is a term frequently used in discussion on the EU. They should also demonstrate knowledge and understanding of the main EU institutions, including the European Commission, the European Council, the Council of Ministers and the European Parliament. Reference to the European Court of Justice is not required, although reference to it, if correct, may be rewarded.

For AO2, students should analyse each institution in terms of its democratic strengths and failings. This should entail an examination of factors such as structure, role of officials, method of appointment of members, role in the legislative process, power with respect to other institutions, access available to citizens, and openness. Students will not need to cover all these aspects in order to access the higher mark ranges. The quality and depth of the analysis will be the important thing.

Some high-level students may argue that the position has changed over time. For example, originally the members of the European Parliament (MEPs) were not elected, but once they were, the institution gained greater democratic legitimacy. Higher-level students may also note the effects of significant landmarks such as the Single European Act of 1986, the Maastricht Treaty of 1992, the Amsterdam Treaty of 1997, and the controversy over the move towards an EU 'constitution' leading to the Lisbon Treaty of 2007, which made Co-decision the 'Ordinary Legislative Procedure' (giving more power to the Parliament) and created the positions of EU 'president' and 'foreign minister'.

The conclusion must clearly focus on the proposition in question. It does not matter what view students reach on the relative degree of democracy found in the different institutions providing that their position is supported by their arguments and examples.

ASSESSMENT OBJECTIVES GRID

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