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**General Certificate of Education
June 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 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 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 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.

AS GOVERNMENT AND POLITICS

GENERIC MARK SCHEME for questions with a total of 5 marks

Knowledge and Understanding: Recall, Select & Deploy
AO1
<p>Level 4 (5 marks) 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>Level 3 (4 marks) 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>Level 2 (2–3 marks) 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>Level 1 (1 mark) 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>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 AO1	Skills: Analysis & Evaluation AO2	Communication AO3
<p>Level 4 (4 marks) 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>Level 4 (4 marks) 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>Levels 3–4 (2 marks) 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>Level 3 (3 marks) 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>Level 3 (3 marks) 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>Level 2 (2 marks) 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>Level 2 (2 marks) 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>Levels 1–2 (1 mark) 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)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
A01	A02	A03
<p>Level 1 (1 mark) 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>Level 1 (1 mark) The student 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 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>Level 4 (7–8 marks) 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>Level 4 (5–6 marks) 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>Level 3 (7–9 marks) 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>Level 3 (5–6 marks) 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>Level 3 (3–4 marks) 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)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 2 (4–6 marks)</p> <p>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>Level 2 (3–4 marks)</p> <p>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>Level 2 (2 marks)</p> <p>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>Level 1 (1–3 marks)</p> <p>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>Level 1 (1–2 marks)</p> <p>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>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 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 *judicial precedent* used in the extract. (5 marks)

At a basic level of response, students should explain that judicial precedence is the basis of the common law. Judicial decisions or practices of the past are accepted as a guide for the present. They should show understanding that, in the law, precedents are past decisions of the courts that are thought to apply to similar legal problems or situations in the present. At the higher levels of response, students may explain that such decisions form part of the British constitution as the common law element.

(02) Using your own knowledge as well as the extract, identify **and** explain reasons why judges may have been accused of being 'driven by a human rights agenda'. (10 marks)

For AO1, students should demonstrate knowledge and understanding of the concept of human rights. They should also understand that judges have various opportunities to make decisions and judgements in the field of human rights, by reviewing legislation under the Human Rights Act and in the courts. More advanced students will explain the idea of a 'human rights agenda'. Some may discuss the European Convention on Human Rights. Some students may discuss human rights aspects to be found in EU legislation. This should also be credited.

For AO2, students should analyse the way in which judges operate and their degree of influence in reviewing legislation and judging cases in the light of human rights. They may be expected to consider various examples, including cases where legislation has been judged to infringe human rights and cases where judicial attention to human rights (often of those being accused of a crime) has aroused public and political concern. More advanced students may consider likely sources of the accusation that the judiciary is driven by a 'human rights' agenda, such as right-wing thinkers, politicians or the tabloids. They may assess arguments surrounding the alleged 'politicisation' of the judiciary. They may also bring some consideration of the concept of the separation of powers into the analysis. They may note that Parliament retains its sovereignty in legislation.

(03) 'The sources of the British constitution give it both stability and flexibility.' Discuss. (25 marks)

For AO1, students should show knowledge and understanding of the various sources of the British constitution. At the higher levels of response they may give examples of principles derived from each of these, such as collective responsibility being a convention, and the Human Rights Act being a statute. Students should also show understanding of the terms 'flexibility' and 'stability' in the context of the question.

For AO2, students must obviously consider the concepts of constitutional flexibility and stability. They may note that constitutions require both characteristics. They may discuss the virtues and disadvantages of each. For example, flexibility enables a constitution to reflect changing social and political conditions, but it also means that people cannot be sure their rights are safeguarded against an overweening power. Students should then analyse the constitutional

sources in the light of the two concepts. They may, for example, state that conventions are flexible in that no legislative process is necessary for amendment, but they also offer stability in that it is their durability that gives them the quality of conventions. Again, statutes carry the force of law, but there is no fundamental law in Britain and parliamentary sovereignty means that statutes can be changed with relative ease. At higher levels of response, students will give examples to illustrate how both stability and flexibility can be seen. It may prove the case that students do not cover all the recognised sources and a sound analysis can still be rewarded. However, top-level students will normally cover them all. Comparative reference is not required but may be rewarded if relevant.

For high-level marks there should be a clear conclusion. In this, students may take various positions. They may, for example, argue that some conventions give more stability than flexibility, or vice versa. Alternatively, they may offer an overall judgement that the British constitution offers, or does not offer, flexibility or stability. Any position taken in the conclusion is acceptable; the important requirement is that it is logically derived from the preceding analysis.

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

(04) Explain the term *free votes* used in the extract.

(5 marks)

Students should demonstrate knowledge and understanding that free votes are votes taken in Parliament when party discipline is not applied. They may note that these are relatively rare. Students may offer reasons why free votes are called, such as on moral issues. Answers at the higher levels of response will normally offer examples of free votes. They may note that sometimes a vote declared as 'free' may still see MPs following the line of their leaders, possibly for reasons of personal ambition.

(05) Using your own knowledge as well as the extract, outline the ways in which Parliament legitimises public policies.

(10 marks)

At AO1, students should demonstrate knowledge and understanding of the concept of legitimisation as a factor in politics. The meaning of the term is made clear in the final sentence of the extract. They should also recognise the legitimisation of public policy as one of the fundamental functions of Parliament. In addition, they should demonstrate knowledge of the various parliamentary processes that play a part in this.

For AO2, students should take from the extract the essential point that Parliament does not make policy, but the process of passing the legislation effectively gives it a seal of approval in the eyes of citizens. The public can know that their representatives have gone through a bill clause by clause and that amendments may have been made. Students should recognise that legitimisation of policy is crucial to the process of governance. They should examine the various parliamentary processes in order to assess how far these contribute to policy legitimisation. Students will outline the ways MPs consider bills in the legislative process. They should be rewarded in proportion to the degree to which they identify and analyse these. Examples of particular policies should be rewarded. Answers at the higher levels of response may include pre-legislative scrutiny as well as scrutiny at the committee stage. The report stage may also be considered in answers at the higher levels of response.

Good students may also consider the contribution of the House of Lords. They may note that, where the House sends back legislation, legitimacy may be reduced. Answers at the higher levels of response may argue that legitimisation can be gained from other parliamentary activities, such as general debates (where public policy is under consideration – perhaps as an Opposition debate). Some high-level students may argue that the process of legitimisation gives the public a false sense of security, owing to the effects of party discipline.

(06) 'Select committees provide the most effective means by which Parliament can scrutinise the executive.' Discuss. (25 marks)

For AO1, students must demonstrate knowledge and understanding of the function of parliamentary scrutiny of the executive and of the various instruments available for this. They must also understand the role and structure of a select committee.

For AO2, students should analyse the constitutional significance of legislative scrutiny of the executive. Some may discuss the principle of the separation of powers. They may also analyse the nature and working of the scrutinising select committees. They should consider issues of appointment, composition, subject areas and mode of enquiry. Answers at the higher levels of response may note how they have evolved over recent decades. Examples may be given of particular committees and the issues they have addressed (such as press phone-hacking). 'Most effective' is a discriminator in that students are asked to go beyond an analysis of the nature and working of select committees to make comparative reference to other forms of scrutiny such as question time, public bill committees, and general debate on the floor of the House. Those who restrict their discussion to select committees only can be rewarded for analysis and accuracy, but will not normally access the top level. The question may be taken to include the House of Lords and answers at the higher levels of response may advance the case that the Lords have proved more effective at scrutinising the executive in recent years. However, students concentrating on the House of Commons should not be unduly penalised if the analysis is otherwise of good quality.

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

(5 marks)

Students should show knowledge and understanding that senior civil servants are those at the top of the bureaucratic hierarchy whose daily work brings them into close contact with government ministers. This means that they are generally assumed to possess political power. Students should understand that they are permanent and not to be confused with the temporary advisers who also work closely with ministers. The process of recruitment is based on merit, but some higher-level responses may note that politicians have sought to influence the process. Advanced students may explain that the term is a formal title and replaced earlier ones based on class designations. Some students responding at the higher levels may note that they are sometimes referred to as 'mandarins'.

(08) Using your own knowledge as well as the extract, explain why it is not surprising that 'the civil servants sometimes appear cautious'.

(10 marks)

For AO1, students should demonstrate knowledge and understanding of the work of the civil servants who work closely with ministers. They should also understand the various ways in which the work of ministers, and hence that of their civil servants, comes under the scrutiny of outsiders such as opposition parties, the courts, the Parliamentary Commissioner, the media and Parliament. They should also understand what is meant by the word 'cautious' in this context.

For AO2, students should analyse the multiple roles of top civil servants, noting from the extract that much of their time is spent on politically sensitive work, including one-fifth on matters related to Parliament. They should explain that ministers, who are exposed to many forms of scrutiny, rely heavily on the civil service for technical information and advice. Good students may introduce the convention of ministerial responsibility, noting that, even if not publicly named or blamed, a civil servant guilty of error may expect to suffer in career terms. More advanced students may go on to argue that, with the relaxing of the convention, civil servants can increasingly find their anonymity compromised, which increases the need for caution.

(09) 'The office of prime minister is what its holder chooses and is able to make of it.' Discuss.

(25 marks)

For AO1, students should demonstrate knowledge and understanding that British prime ministers have a wide range of resources at their disposal relating to the cabinet, Parliament and the people. Students should identify a number of these.

For AO2, students will need to analyse the various resources at the disposal of prime ministers which they have identified and assess the extent to which they can advance their positions or weaken them. For example, access to the media is a great advantage in speaking to the public, but a hostile press can turn and bite. Examples should be regularly given; in the one cited here, the premiership of John Major would be particularly apt. Many students will probably take a number of prime ministers and consider the various ways in which they have used their resources to establish their authority. These should be rewarded in terms of both breadth and

depth of analysis. In other words, a student with a thoughtful and insightful analysis should not be penalised for citing only a few examples of prime ministers, while credit can also be given for a good and well-chosen range of incumbents even if this is at the expense of depth. Some students may confuse the term 'office of the prime minister' as a position with a 'holder' with the prime minister's personal office. In this case reward may be given for the answer in its own terms, but such an approach cannot access the highest level.

Students may introduce relevant material not indicated above 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. Advanced students may note that the view expressed in the question is attributed to Asquith.

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

(10) Explain the term *elected local authority* used in the extract.

(5 marks)

At a basic level, students should demonstrate knowledge and understanding that an elected local authority is the traditional form of democratic local government. It consists of local councillors standing in electoral districts often called wards. These members form a council that meets regularly in a civic building such as a town hall. Strong students may elaborate variously, covering details such as the presence of cabinet systems, scrutiny committees and local party control of a council. Some students may make reference to the different types of elected local authority.

(11) Using your own knowledge as well as the extract, identify **and** explain **two** ways in which the powers of councils in the provision of services have been 'significantly transformed' over recent decades.

(10 marks)

For AO1, students should recognise that local councils are responsible for a wide range of locally received services. They may take from the extract the point that local government is a greater provider of services than central government. Students may be expected to list some of the services provided. This should be rewarded in proportion to the scope of this perspective.

For AO2, students must consider how local services are provided today. In this they must note that the power of local authorities to provide services has been changed. They should develop from the extract the point that local government is now often engaged in the commissioning, rather than the direct provision, of services. They may note how the extract also describes the system as one in which councils work alongside a wide range of other service-providing agencies. If cases arise where students offer more than the **two** ways asked for in the question, reward the best two.

Students should explain that there was a time when far more local government functions were carried out by a council's in-house workforce. They should note that these changes in the powers of local authorities have, in large measure, been the result of central government initiatives. More advanced students may observe the political dynamic promoting many of the changes. They may note that some politicians aimed to see authorities as enablers rather than providers. Students may also consider the implications of the 2011 Localism Act.

(12) 'The European Commission remains the dominant institution in the process of EU policy making.' Discuss.

(25 marks)

For AO1, students should demonstrate knowledge and understanding of the main policy-making institutions of the European Union, namely the European Commission, the European Parliament (EP), the European Council and the Council of Ministers. To access marks in the highest levels, all four institutions should normally be included. Accept reference to other institutions such as COREPER and the European Court of Justice, although full marks are possible without these. Reward knowledge of the composition of these bodies, although it must be remembered that the focus of this question is on the policy-making process and the key knowledge and understanding must be on the roles and powers of the institutions in this process.

The knowledge of the policy process should relate to the key procedures of consultation, co-operation and co-decision. From the outset, students must make it clear that the Commission initiates policy making, through its proposals.

For AO2, the focus must be on the way the European Commission has operated in the decision-making process in its relationship with the other institutions. The word ‘remains’ is a discriminator, asking students to see the policy-making process as an evolving one in which the position of the Commission has changed relative to other institutions, particularly the European Parliament. They should recognise the policy-making process as one of bargaining and negotiating between these two institutions, with a gradual decrease in the Commission’s power. Answers at the higher levels of response will appreciate that the original *consultation process* gave great power to the Commission. The Single European Act (SEA) of 1986 introduced a *co-operation* procedure in which the Commission was compelled to take more account of the EP opinion in certain areas, including those associated with the advancement of the single European market. The Maastricht Treaty of 1992 introduced a *co-decision* procedure, further curbing the Commission’s powers in a limited number of areas. This was taken further in the Amsterdam Treaty of 1997. In addition, the Maastricht Treaty also required the Commission to take account of ‘own initiative’ reports from the European Parliament in framing legislative proposals. Students should note the controversial idea of an EU ‘Constitution’ debated at the 2004 Rome summit. This led to the watered-down version in the Lisbon Treaty of 2007, which made co-decision the ‘Ordinary Legislative Procedure’, giving more power to the European Parliament.

Advanced students may note that the SEA also introduced an *assent procedure* in which certain Council and Commission decisions must receive EP assent by an absolute majority. This applies, *inter alia*, to the admission of new states into the EU.

There should be a concluding section that clearly focuses on the extent to which the power and authority of the Commission have been reduced. Students may accept or reject the proposition in the question. Alternatively, they may adopt an intermediate position. However, it is important that the conclusion is logically derived from the preceding discussion.

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