

A-LEVEL

# Government and Politics

GOVP2 – Governing Modern Britain

Mark scheme

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1151

June 2015

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Version: V1.0 Final Mark Scheme

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

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of students' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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

## **CRITERIA FOR MARKING AS/A2 GOVERNMENT AND POLITICS**

### **Introduction**

AQA's revised Government and Politics specification has been designed to be objectives-led in that questions are set which address the assessment objectives published in the specification. The assessment objectives for A Level and AS are the same, but the weightings are different at AS and A2. Details of the weightings are given in Section 4.2 of the specification.

The schemes of marking reflect these objectives. The mark scheme which follows is of the levels-of-response type, showing that students are expected to demonstrate their mastery of the skills required in the context of their knowledge and understanding of Government and Politics. Mark schemes provide the necessary framework for examiners but they cannot cover all eventualities. Students should be given credit for partially complete answers. Where appropriate, students should be given credit for referring to recent and contemporary developments in Government and Politics.

Consistency of marking is of the essence in all public examinations. It is therefore of vital importance that examiners apply the mark scheme as directed by the Principal Examiner in order to facilitate comparability with the marking of other options.

Before scrutinising and applying the detail of the specific mark scheme which follows, examiners are required to familiarise themselves with the general principles of the mark scheme as contained in the Assessment Matrix.

There are no limits to the areas of knowledge that students may feel able bring to the discussion. Therefore the specification of requirements outlined in the mark schemes can only be indicative. Students are not expected to include all the material presented in order to access the full range of available marks. At the same time they may successfully include material from their particular studies which is not indicated in the scheme.

### **Using a levels-of-response mark scheme**

Good examining is about the consistent application of judgement. Mark schemes provide a framework within which examiners exercise their judgement. This is especially so in subjects like Government and Politics, which in part rely upon analysis, evaluation, argument and explanation. With this in mind, examiners should use the Assessment Matrix alongside the detailed mark scheme for each question. The Assessment Matrix provides a framework ensuring a consistent, generic source from which the detailed mark schemes are derived. This supporting framework ensures a consistent approach within which students' responses are marked according to the level of demand and context of each question.

Examiners should initially make a decision about which level any given response should be placed in. Having determined the appropriate level the examiners must then choose the precise mark to be given within that level. In making a decision about a specific mark to award, it is vitally important to think first of the mid-range within the level, where that level covers more than two marks. Comparison with other students' responses to the same question might then suggest whether the middle mark is unduly generous or severe.

In making decisions away from the middle of the level, examiners should ask themselves questions relating to student attainment, including the quality of language. The more positive the answers, the higher should be the mark awarded. We want to avoid 'bunching' of marks.

Levels mark schemes can produce regression to the mean, which should be avoided. A student's script should be considered by asking 'Is it:

- precise in its use of factual information?
- appropriately detailed?
- factually accurate?
- appropriately balanced or markedly better in some areas than others?
- generally coherent in expression and cogent in development (as appropriate to the level awarded)?
- well presented as to general quality of language?'

The overall aim is to mark positively, giving credit for what students know, understand and can do.

**AS GOVERNMENT AND POLITICS****GENERIC MARK SCHEME for questions with a total of 5 marks**

| <b>AO1</b>  |
|---|
| <p><b>Level 4<br/>(5 marks)</b><br/>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<br/>(4 marks)</b><br/>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<br/>(2–3 marks)</b><br/>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<br/>(1 mark)</b><br/>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><br/>No relevant response.</p>   |

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

| <b>Knowledge and Understanding:<br/>Recall, Select &amp; Deploy</b>  | <b>Skills:<br/>Analysis &amp;<br/>Evaluation</b>  | <b>Communication</b>  |
|--|---|---|
| <b>AO1</b>   | <b>AO2</b>  | <b>AO3</b>  |
| <p><b>Level 4<br/>(4 marks)</b><br/>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<br/>(4 marks)</b><br/>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<br/>(2 marks)</b><br/>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<br/>(3 marks)</b><br/>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<br/>(3 marks)</b><br/>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<br/>(2 marks)</b><br/>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<br/>(2 marks)</b><br/>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<br/>(1 mark)</b><br/>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:<br/>Recall, Select &amp; Deploy</b>  | <b>Skills:<br/>Analysis &amp; Evaluation</b>  | <b>Communication</b>  |
|--|---|---|
| <b>AO1</b>   | <b>AO2</b>  | <b>AO3</b>  |
| <b>Level 1<br/>(1 mark)</b><br>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. | <b>Level 1<br/>(1 mark)</b><br>The student applies few concepts and makes little use of political theory or ideas in developing an explanation or argument. | <b>Levels 1–2 (continued)<br/>(1 mark)</b><br>A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit. |
| <b>0 marks</b><br>No relevant response.  | <b>0 marks</b><br>No relevant response.   | <b>0 marks</b><br>No relevant response.   |

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

| <b>Knowledge and Understanding:<br/>Recall, Select &amp; Deploy</b>  | <b>Skills:<br/>Analysis &amp; Evaluation</b>  | <b>Communication</b>  |
|--|---|---|
| <b>AO1</b>   | <b>AO2</b>  | <b>AO3</b>  |
| <p><b>Level 4<br/>(10–11 marks)</b><br/>The student successfully demonstrates accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationship between them, producing an answer that deploys relevant knowledge and understanding to address the requirements of the question and that 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<br/>(7–8 marks)</b><br/>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<br/>(5–6 marks)</b><br/>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<br/>(7–9 marks)</b><br/>The student demonstrates generally accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationship 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<br/>(5–6 marks)</b><br/>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<br/>(3–4 marks)</b><br/>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:<br/>Recall, Select &amp; Deploy</b>   | <b>Skills:<br/>Analysis &amp; Evaluation</b>   | <b>Communication</b>  |
|---|--|---|
| <b>AO1</b>  | <b>AO2</b>   | <b>AO3</b>  |
| <p><b>Level 2 (4–6 marks)</b><br/>The student demonstrates basic knowledge and understanding of political concepts/theories/institutions and processes and some awareness of the relationship 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><br/>The student offers a limited evaluation of political institutions, processes and behaviour and begins to construct arguments which contain basic explanation.</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><br/>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><br/>The student demonstrates slight and/or incomplete knowledge and understanding of political concepts/theories/institutions and processes and limited awareness of the relationship 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><br/>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><br/>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><br/>No relevant response.</p>   | <p><b>0 marks</b><br/>No relevant response.</p>  | <p><b>0 marks</b><br/>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.

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**Topic 1 The British Constitution**

**(01)** Explain the term 'civil rights' used in the extract.

**[5 marks]**

At a mid-range level responses should note that civil rights allow individuals to live their lives without impediment. It is very likely that examples such as freedom of speech or of assembly will be given. Such responses are likely to make reference to enactments such as the European Convention on Human Rights or the 1998 Human Rights Act. Responses accessing the higher levels may be expected to discuss the nature of civil rights, with more sophistication stressing, for example, that they are created by law and conferred on individuals by virtue of their citizenship. They may contrast civil rights with the concepts of human rights or natural rights, which are regarded as existing independently of any particular laws made by governments.

**(02)** Using your own knowledge as well as the extract, identify **and** explain **two** arguments for having common law as part of the constitution.

**[10 marks]**

For AO1, responses must demonstrate knowledge and understanding of the constitution, its sources, and particularly the nature of common law.

For AO2, responses at a mid-range level can take from the extract the points that the common law has developed civil rights and that it can help resolve uncertainties in other constitutional sources. At higher levels responses may note that it is a living form of law and enables the constitution to move with the times.

From their own knowledge responses may introduce one of the arguments characteristically deployed in this kind of discussion, such as the point that the common law reflects wisdom from the past, is independent of politics, has often protected citizens against the encroachment of the state or that it has led to the enactments of new statutes. Responses at the mid-range levels may only identify the argument, while those accessing the higher levels will offer elaboration and perhaps a reservation or counter-argument. Where a student cites more than two arguments, reward only the best two.

**(03)** 'The increasing power of judges in Britain strengthens the principle of the separation of powers.' Discuss.

**[25 marks]**

For AO1, responses up to the mid-range levels should demonstrate knowledge and understanding of the principle of the separation of powers. In particular, they should recognise that one aspect of this entails a separation between the judiciary, executive and legislature. They should understand that, while Britain is often said to have a fusion, rather than a separation, of powers, a number of developments in the role and position of the judiciary may modify the position. Responses in the middle ranges would be expected to note the increasing significance of judicial review and other aspects of judicial activism. At the higher levels responses may be expected to show knowledge of specific developments, such as the creation of the Supreme Court, the 1998 Human Rights Act, the role of the judiciary interpreting its provisions and the ability of judges to issue a declaration of incompatibility with respect to legislation. Higher-level responses may also show knowledge and understanding of the European Court of Human Rights and the European Court of Justice.

For AO2, responses up to mid-range level will be expected to explain the significance of the constitutional separation of the powers of judiciary and executive. They may also focus on the ways in which the powers of the judiciary may be said to have been increased by the developments cited above. Mid-range responses would be expected to identify and examine conflicts between judges and politicians, with illustrative examples. At the highest levels, responses should be balanced with recognition of the constitutional supremacy of parliament and the limitations this places on the courts. Responses may also take note of the fact that judges are appointed while politicians are elected as representatives of the people. The high-level responses may also discuss the increasing activism on the part of judges, the effects of the Human Rights Act and the European courts, and the willingness of governments to intervene in areas of social and economic life. Responses will be expected to cite examples such as judicial criticism of government policy and legislation and ministerial criticism of judicial decisions and pronouncements. Responses involving local government, the devolved governments or the EU should also be rewarded but are not necessary in order to access the highest levels.

For high-level marks there should normally be a clear conclusion, in which responses may adopt various positions. They may also adopt an intermediate position. The important requirement is that the conclusion is logically derived from the preceding analysis.

**Topic 2 Parliament**

**(04)** Explain the term 'patronage' as used in the extract.

**[5 marks]**

The question states 'as used in the extract', which indicates that students are asked to consider the term 'patronage' in the context of appointment to the House of Lords. Lower level responses may miss this point in the question and write about the term generally. This can be rewarded but cannot access the higher levels. Higher-level responses must explain the life peerage system, noting how it works, and why and when it was introduced. Strong responses may also note the establishment, in May 2000, of the House of Lords Appointments Commission as an independent, advisory, non-departmental public body. Some responses may offer a critique of patronage. This may be credited but is not necessary for top-range marks.

**(05)** Using your own knowledge as well as the extract, identify **and** explain **two** arguments for keeping the House of Lords in its present form.

**[10 marks]**

For AO1, responses must demonstrate knowledge and understanding of the role and procedures of the House of Lords, the method of appointment and the debate over the composition of the House.

At all levels, for AO2, responses can develop from the extract an argument that refutes the points made by Benn. Thus, for example, the power to delay legislation, which he criticises, can be seen as a positive contribution to government by allowing for second thoughts on legislation and stimulating public debate. Likewise, the exercise of patronage makes it possible to bring in individuals of merit and achievement from various walks of life, people who would not be able to enter Parliament through the normal electoral process. Alternatively, they may also take up the Peter Shore point concerning the doubt over a viable replacement for the upper chamber.

From students' own knowledge various arguments are possible, such as the fact that the House is increasingly providing a restraint on government, is not driven by party discipline, can allow the Commons to pass bills speedily in the knowledge that they can be 'tied up' later and can play a key role in scrutinising the executive.

Responses at the mid-range levels will identify arguments but will lack elaboration. To access the higher levels there must be some analysis of the arguments, perhaps with consideration of a counter-argument, although this is not expected to be extensive. Where a student cites more than two arguments, reward only the best two.

**(06)** 'Various demands upon MPs can make it difficult for them to put the interests of their constituents first.' Discuss.

**[25 marks]**

For AO1, responses should show knowledge and understanding of the concept of representative democracy. They may make this clearer by contrasting representative democracy with direct democracy. They should understand that the House of Commons is the primary representative chamber in UK government. Mid- to top-range responses will demonstrate knowledge of theoretical models of representation, such as the microcosmic or Burkean. Responses may vary in the ways these are termed, as textbooks can vary, but all should be credited if understanding is demonstrated. In addition there should be knowledge and understanding of the various pressures on MPs to neglect their constituents, such as loyalty to their parties, to their private interests and to pressure groups.

For AO2, mid-range responses should explain the representative function of the House of Commons. They should cover the fact that MPs are representatives of constituencies and the people within them. Examples may be cited of particular MPs and their constituencies. Responses may be expected to examine how theoretical models of representative democracy can be applied in the analysis. Those accessing the highest levels will offer a fuller range of such models, while those at middle levels will be more limited in coverage and may contain errors.

Responses will be expected to consider pressures on MPs that can run counter to their responsibilities to their constituencies. Prominent amongst these will probably be party discipline in the House of Commons, with some analysis of the role of the whips, and arguments for putting party before all else. Responses at the highest levels will offer a comprehensive account, while those at the middle levels may be incomplete or contain errors. Beyond party discipline, the responses may focus on factors such as MPs' other interests or professions, MPs differing from their constituents in demographic terms, and MPs being lobbied by pressure groups and sometimes acting as parliamentary consultants. Higher-level responses may also consider prominent scandals and the creation and operation of the Register of Members' Interests. While it is important that responses recognise the countervailing pressures on MPs, an extensive list of these is not necessary for high-level marks. Responses reaching the top level will normally be supported with well-chosen examples.

For high-level marks there should normally be a clear conclusion, in which responses may take various positions. They may support the proposition in the question, or argue that, say, party loyalty is the prime duty of an MP. Any position taken in the conclusion is acceptable; the important requirement is that it is logically derived from the preceding analysis.

**Topic 3 The Core Executive**

**(07)** Explain the term 'cabinet system' as used in the extract.

**[5 marks]**

The question states 'as used in the extract', which indicates that students are asked to explain the cabinet system as found in Britain. Up to mid-range level responses should note details of cabinet structure. Stronger responses will note that cabinet government means government by a group rather than a single individual such as a president. They may argue that this is a form of moderated government, intended to avoid dictatorship. They may elaborate further, noting additional features such as the doctrine of collective responsibility and the relevance of the term 'primus inter pares'. Alternatively, some higher-range responses may note the implications of the term 'system', to identify and explain institutions beyond the actual cabinet membership, such as the role of the cabinet committees, the cabinet secretariat, ministerial portfolios, and cabinet secrecy. This approach is fully acceptable.

**(08)** Using your own knowledge as well as the extract, identify **and** explain **two** reasons why it has become a constitutional convention that prime ministers should be members of the House of Commons.

**[10 marks]**

For AO1, responses must demonstrate knowledge and understanding of the role and method of working of the House of Commons, the parliamentary parties and the office of the prime minister.

For AO2, responses should note how the position of the prime minister has evolved from the nineteenth century. They should also note how the House of Commons emerged as the dominant chamber. Today the prime minister is leader of the largest party in the House of Commons and must have the support of the party in the Commons. They may discuss the example of the resignation as prime minister of Harold Macmillan in 1963 and the subsequent renunciation of a peerage by the Earl of Home.

From their own knowledge, students may draw a reason from various points, such as the fact that all major debates take place on the floor of the House of Commons, that the House of Lords is now merely a scrutinising and revising chamber, and that in a democracy the prime minister should be an elected politician.

Responses up to mid-range levels will identify reasons but will lack elaboration. To access the higher levels there must be some analysis of the reasons and, where appropriate, examples should be given. Where a student cites more than two reasons, reward only the best two.

**(09)** 'Civil servants in Britain can no longer be described as politically neutral, anonymous or permanent.' Discuss.

**[25 marks]**

For AO1, responses up to mid-range level should demonstrate knowledge and understanding of the structure and role of the civil service. They should also understand the terms 'neutral', 'anonymous' and 'permanent' as applied to civil servants. Higher-level responses will be expected to show understanding of contemporary developments within the service.

For AO2, responses in the medium ranges should examine reasons for the three features of neutrality, anonymity and permanence. Responses up to the mid-levels will only touch lightly upon these. The key to the analysis will be on the extent to which these features may, or may not, have been undermined by contemporary developments. Responses will need to identify various patterns of development.

Examples may include the following:

- **Neutrality.** Increasing use of special advisers, a revolving door with business interests, ministerial involvement in appointments and promotions, class background.
- **Anonymity.** A growing tendency for ministers to name and blame civil servants, civil servants questioned by Commons committees, mandarins appearing in the media.
- **Permanence.** Short-term appointments, agencification, Francis Maude's proposals for a US-style 'spoils system'.

Responses up to the mid-levels will recognise only a few of these. Strong mid-level responses and those accessing the highest levels will be more comprehensive but it is not necessary to identify all such developments in order to reach the top levels. The effects of the developments must be evaluated with respect to the three features of neutrality, anonymity and permanence. Mid-range responses will usually consider all three but may do so unevenly. Responses accessing the highest levels are more likely to consider all three in some detail.

For high-level marks there should normally be a clear conclusion, in which responses may take various positions. Thus, for example, they may conclude that neutrality is threatened or that it remains intact. Any position taken is acceptable; the important requirement is that it is logically derived from the preceding analysis.

**Topic 4 Multi-level Governance**

**(10)** Explain the term 'specialist formations' as used in the extract.

**[5 marks]**

The question states 'as used in the extract', which indicates that responses are asked to explain the specialist formations formed by the Council of Ministers.

Up to mid-range level responses will explain that, although the Council consists of government ministers from member states, its actual formation varies, reflecting the policy under consideration. Higher-level responses will explain why this is the case and may offer examples of particular formations: trade, finance, agriculture, and so on. They may also offer examples of particular ministers and the meetings which they attend. Some may note that the General Council comprises foreign ministers and tends to have the highest profile.

**(11)** Using your own knowledge as well as the extract, identify **and** explain **two** reasons why the first priority of ministers in the Council of Ministers 'is generally to pursue whatever seems to be the preferred objective of national policy'.

**[10 marks]**

For AO1, responses must demonstrate knowledge and understanding of the role and method of working of the Council of Ministers. For middle-range marks responses may be fairly basic. Responses at higher levels may be expected to give some more detail.

For AO2, responses at the mid-level ranges should identify from the extract the point that ministers are servants of their governments. Higher-level responses should explain that they are affiliated to national parties, and accountable to national electorates.

From their own knowledge students may cite various reasons, such as:

- ideological differences between member states
- responses to the power of the mass media
- party discipline
- personal ambition
- ministers do not sign an oath of allegiance to the EU (unlike the European Commissioners).

Responses up to mid-range levels will identify reasons but will lack elaboration. To access the higher levels there must be some analysis of the reasons and, where appropriate, examples should be given. Where a student cites more than two reasons, reward only the best two.



**(12)** 'Local government in England is dominated by Westminster and Whitehall.' Discuss. **[25 marks]**

For AO1, responses should demonstrate knowledge and understanding of the local government system, including issues such as its structure, its role, its legal basis, its financing and its relationship with central government. Middle-range responses will show only a limited and incomplete account of these. Higher-level responses will demonstrate a sound appreciation of such factors and be able to provide illustrative examples.

For AO2 students must analyse the nature of central–local relations. Middle-level responses may do this in only generalised terms. High-level responses will conduct a more detailed analysis, noting some of the key areas of potential central control, which are illustrated below:

Parliamentary supremacy. Local authorities have no independent right to exist. They exist only on the basis of parliamentary legislation. This can be changed at the whim of central government. Some responses may cite the abolition of the metropolitan counties and the GLC in support of this point.

The legal position. Britain's uncodified constitution does not offer freedom to local government. For long it was bound by the doctrine of ultra vires, although this has been relaxed.

Judicial review. Issues can be taken to the courts as, for example, when Lord Denning ruled against the GLC's 1981 'Fares Fair' policy.

Day-to-day administrative control. Local authorities are subject to constant direction and regulation from Whitehall. If deemed unsatisfactory they can lose responsibilities to government-appointed commissioners.

Political control. Where a local authority is controlled by a party different from that in power at Westminster, there are allegations of discrimination. Responses may refer to the fierce central–local battles during the 1980s or tensions generated by expenditure cuts demanded by the 2010 coalition government.

Financial control. The lion's share of money received by local authorities comes in the form of central government grants. Central government also exerts controls over local taxation.

It is not necessary to include all these areas of central control in order to access the highest levels. However, higher-level responses will normally recognise several of them, although they may use different terminology from that used here. Middle-level responses may recognise only one or two of them. The higher-level responses should also contain examples, such as those cited above. Some high-level responses may centre on various theoretical approaches to the central–local relationship, such as the agency, partnership and power-dependence models. While accurate reference to these is excellent and must be rewarded, it is not necessary for the award of high-level marks.

For high-level marks there should normally be a clear conclusion, in which responses may take various positions. They may argue for or against the proposition in the question, or say that the relationship has varied over time. Any position taken is acceptable; the important requirement is that it is logically derived from the preceding analysis.



**ASSESSMENT OBJECTIVES GRID**

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