

Mark Scheme (Pre-Standardisation) Summer 2007

GCE

GCE Government and Politics (6495/01)

Unit 5 6495

1. Why is the reform of the Common Agricultural Policy controversial ?

Indicative Content

A brief review of past and possible reforms may be necessary, e.g. subsidy reform, removal or price supports, changes in intervention strategy, free trade but content should be about controversies. National interest creates controversy as many states have a vested interest in certain aspects of the policy. Also controversial is the protectionist aspects of the policy, notably in relation to Third World issues. Also note philosophical controversies over free markets in general, as well as corruption issues.

Judgements should be based on the following criteria

- The range of controversial issues that are raised (AO1)
- The understanding shown, and analysis of the issues that are controversial (AO2)

Level 3

A thorough (within the time available) review of the various controversies, with some analysis of why the controversies exist. Responses look beyond the issue of reform, concentrating on the political causes of conflict over the issues.

Level 2

Probably concentrating more on the controversies than their causes. Responses may also be more about the nature of reforms than the controversies themselves.

Level 1

Probably a review of problems with the CAP rather than identification and understanding of the controversies themselves.

2. How important is the role of the President of the European Commission ?

Indicative Content

The role of the President must be described, albeit briefly. This includes representing the EU to the outside world, giving the EU its political and economic direction, supervising the creation and implementation of treaties, management of the Commission as a whole, settling political disputes between member states. Assessment includes such issues as the primacy of the heads of government of larger states, the European Council and the Council (of ministers). Note political limitations, including the fact that the EU is not a unified state and President is not, therefore, head of state. Balance this with recent enhancement of status and role including foreign policy and trade issues. Recent Presidents have had their own agendas and have sought to drive the EU forward.

Judgements should be based on the following criteria

- How well candidates demonstrate an understanding of the role of the President (AO1 and 2)
- The strength of the assessment of the importance of the role (AO2)
- Sensitivity to the changing nature of the President's role and status (AO 1 and 2)

Level 3

A thorough review of the role of the President, a strong assessment of its strengths and limitations and some sensitivity to the changing role and importance of the presidency.

Level 2

Will probably describe the role well, but the assessment of its importance will be weaker. There is likely to be no mention of the changing role and importance.

Level 1

Some accuracy in the description of the role, but assessment and knowledge of change will be either weak or absent.

3. Why has the proposed admission of Turkey to the EU been such a controversial issue ?

Indicative Content

Issues can be divided into economic, political and cultural. Economically Turkey is much poorer than the other members and will be a great burden on regional development policy and CAP. There is also the issue of many more migrant workers coming into western Europe. Politically there are problems. Turkey is a large state which will have many votes in the council. There are also problems in terms of geo-politics and Turkey's ambivalent role, lying between Europe and the Middle East. For example the problem of the Kurds would be imported into the EU. There are also many remaining human rights issues. Culturally the main issue that this is a very large Muslim state. Critics argue this will culturally destabilise Europe and import many problems, including the terrorist threat.

Judgements should be based on the following criteria :

- The range of issues raised (AO1)
- The level of understanding of the issues (AO2)
- The level of knowledge of why the issues are controversial (AO2)

Level 3

All aspects of the controversy will be raised – economic, political and cultural, though there need not be a strict balance between the three. Good understanding will be shown of why the issues are controversial and why Turkey is a special case.

Level 2

A less comprehensive review and probably one of the three aspects of the controversy will be omitted from the discussion. There will be some, but less depth of analysis of why Turkey is a special case.

Level 1

Some relevant issues will be raised, but there will be important omissions and there will be a lack of depth in the analysis of the issues.

4. To what extent does the European Parliament check the power of the European Commission ?

Indicative Content

The co-operation and co-decision procedures are important here, demonstrating the fact that legislation is now a joint operation and that the Commission must take note and act upon legislative initiatives and checks in the Parliament. Parliament also has a veto over appointments to the Commission. Note that the Commission can be collectively dismissed, but that accountability of individual commissioners is weaker. Assessment of how strong Parliament is will balance the increasing powers of Parliament with its inherent weaknesses, notably in terms of individual accountability.

Judgements should be based on the following criteria

- Degree of knowledge shown of the relationship between the two bodies (AO1)
- The level of understanding of the strengths and weaknesses of Parliament in this area (AO1 and 2)
- The level of evaluation of Parliament's power (AO2)

Level 3

A good description of the nature of the relationship will be deployed. There will be a good or strong assessment of the relationship, demonstrating good knowledge of the strengths and weaknesses of the Parliament in relation to the Commission. There will be sensitivity to the changing role and status of the Parliament.

Level 2

There will be sound knowledge shown of the relationship, though it may be limited in some areas. There is less likely to be sensitivity to the changed role and status of the Parliament. An evaluation of Parliament's ability to call the Commission to account will be present, but will vary in depth.

Level 1

Some details of the how the relationship works will be present but not extensive. Evaluation of the Parliament's power and status will be either weak or absent.

5. Why was an EU constitution proposed, and why has it been so difficult to implement ?

Indicative Content

The basic reasons included a need to consolidate the treaties, as a 'tidying up exercise', as a means of establishing European citizenship and common rights. It was also needed to adjust decision making procedures in the light of enlargement. However, different individuals, parties, members and movements had different perspectives on the proposed constitution. The d'Estaing Commission appeared to see it as both an administrative necessity and a further movement to greater integration. The enlarged EU needed more efficient and more integrated decision making procedures, e.g. more QMV, less unanimous voting. This perspective was supported by Germany and the French government (though not the French people, famously) as well as integrationists in general. A different view was that the constitution would entrench subsidiarity, protect the sovereignty of member states and actually prevent further integration. It was difficult to implement for a number of reasons including lack of public support (French and Dutch referendums), lack of commitment from some Euro-sceptic members such as Denmark, but above all because of the different perceptions of its role as described above. Note the fact that it required unanimous approval from all 25 members.

Judgements should be based on the following criteria

- The level of understanding and knowledge of the proposals (AO1)
- Degree of sensitivity to different perceptions of the proposals (AO2)
- The level of knowledge and understanding of the difficulties (AO1 and 2)

Level 3

A thorough review of the proposals, the controversies and perceptions surrounding the proposals. Responses will show sensitivity of different perceptions of the proposals as well as the practical difficulties.

Level 2

Sound understanding of the proposals and some understanding shown of why they proved difficult to implement. Knowledge of different perceptions of the constitution will vary, probably concentrating mostly on practical difficulties such as the unanimity requirement.

Level 1

Some knowledge shown of the proposals though there will be a weak analysis of the difficulties. Generalised answers only, with limited or weak evaluation.

6. How, and to what extent, do EU institutions control economic decision-making in Europe ?

Indicative Content

The key issue is the control of the currency. The European Bank obviously controls interest rates which have an effect on domestic economies, notably on overall levels of demand and over the fiscal policies of member states. Development and regional policies also have an effect on micro-economic development among member states, such as Ireland and the 2004 new members. Note also that member states must conform to fiscal regulation concerning public debt. The Commission also attempts to regulate economic relations with other states and institutions, e.g. the WTO. This is balanced against the fact that states still largely control their own fiscal policy and may openly defy attempts to enforce regulations (German fiscal deficits). The EU lacks enforcement means. It should also be pointed out that there is very little control over states not in the Euro-zone. In international economic relationships the large member states retain a great deal of independence.

Judgements should be based on the following criteria:

- The level of knowledge shown of what controls exist (AO1)
- Knowledge shown of the limitations to economic control (AO1)
- The degree and depth of evaluation of how much control there really is (AO2)

Level 3

Good or excellent knowledge shown of the nature of economic controls. Also good knowledge shown of the limitations to those controls. There will be an extensive and cogent evaluation of how much effective control there is and the reasons behind the degree of control.

Level 2

A less extensive, but still accurate range of controls and limitations. Evaluations will vary in quality, but will be in less depth and may be unbalanced.

Level 1

A limited range of issues raised, probably superficial. Probably unbalanced between strengths and limitations of economic controls. Evaluation will be weak or absent.

7. To what extent has the EU become a supranational organisation ?

Indicative Content

The term supranational refers to the general degree of integration, in particular to the extent to which the sovereignty of member states has been genuinely pooled. Clearly there have been extensions in the incidence of QMV – a key factor. Thus areas such as rights, agriculture and fisheries, environment, all trade matters etc, employment laws, consumer laws have passed into largely into the supranational sphere. On the other hand the constitution stalled, tax harmonisation still does not exist and there is no effective supranational defence or foreign policy. The institutions of the EU, especially the council, still are essentially intergovernmental in nature. There are also problems in implementation, although the ECJ can be said to be truly supranational. The Euro has not fully integrated the economies of Europe and enlargement has prevented a genuine movement towards integration.

Judgements should be based on the following criteria :

- The range and depth of issues raised (AO1)
- The level of understanding of what supranationalism means and implies (AO1 and 2)
- The effectiveness of the evaluation of how supranational the EU has become. (AO2)

Level 3

A thorough review of the issues is undertaken. Good or excellent understanding is shown of the meaning of supranationalism and its practical applications. Good knowledge shown of limitations to the degree of supranationalism and a strong evaluation is undertaken of its extent.

Level 2

Likely to be stronger on descriptive elements than on evaluation. Responses will show a good understanding of the term and its application, but analysis and evaluation will vary from limited to only solid.

Level 1

Understanding of the term supranationalism is likely to be superficial. The range of practical applications of the idea will be limited. Responses are likely to be unbalanced between how far supranationalism has gone and its limited extent. Evaluation will be weak or absent.