



**General Certificate of Education  
June 2010**

**Government and Politics**

**GOVP2**

**Governing Modern Britain**

**Unit 2**

***Mark Scheme***

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' 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 candidates' 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.

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## AS GOVERNMENT AND POLITICS

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

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

## AS GOVERNMENT AND POLITICS

### GENERIC MARK SCHEME for questions with a total of 10 marks

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

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

## 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><b>Level 4 (10–11 marks)</b> The candidate 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 candidate's answer includes relevant evidence and/or examples to substantiate and illustrate points made.</p>	<p><b>Level 4 (7–8 marks)</b> 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><b>Level 4 (5–6 marks)</b> 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><b>Level 3 (7–9 marks)</b> The candidate 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 (5–6 marks)</b> 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><b>Level 3 (3–4 marks)</b> 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)**

<b>Knowledge and Understanding: Recall, Select &amp; Deploy</b>	<b>Skills: Analysis &amp; Evaluation</b>	<b>Communication</b>
<b>AO1</b>	<b>AO2</b>	<b>AO3</b>
<p><b>Level 2 (4–6 marks)</b> The candidate 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 candidate may demonstrate contextual awareness covering part of the question, and may produce limited evidence and/or few examples.</p>	<p><b>Level 2 (3–4 marks)</b> The candidate offers a limited evaluation of political institutions, processes and behaviour and begins to construct arguments which contain basic explanation.</p> <p>The candidate shows some awareness of differing viewpoints. There is recognition of basic parallels or limited comparisons.</p>	<p><b>Level 2 (2 marks)</b> 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><b>Level 1 (1–3 marks)</b> The candidate 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 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><b>Level 1 (1–2 marks)</b> 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><b>Level 1 (1 mark)</b> The answer relies upon narrative which is not fully coherent and which is expressed without using political vocabulary.</p> <p>Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p> <p>A conclusion is either not offered or it is not related to the preceding material.</p>
<p><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>	<p><b>0 marks</b> No relevant response.</p>

**NB:** whilst there is no requirement for 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 *European Court of Human Rights* used in the extract. (5 marks)

The extract provides useful contextual material referring to the link between the European Court of Human Rights and the European Council, and the Court's jurisdiction (if the Human Rights Act is abolished) over the UK. Weaker candidates may do little more than repeat the extract. For 3 marks and above, however, answers should provide additional relevant information from own knowledge; for example, information about the role of the ECHR in enforcing the European Convention on Human Rights, to which Britain became a signatory in 1950, and/or that prior to the Human Rights Act 1998 alleged breaches of the Convention in the UK were investigated by the European Commission on Human Rights and, where appropriate, referred to the ECHR. For highest marks (4/5) reward answers which show knowledge and understanding of the implications of this, eg made judges powerful actors in determining policy, UK government determined response, implications for parliamentary sovereignty, expensive and lengthy process until shortened by enactment of Human Rights Act etc.

(02) Using your own knowledge as well as the extract, explain why, in practice, parliamentary sovereignty is not undermined by the Human Rights Act. (10 marks)

The extract explains that the courts have no power to strike out laws that are incompatible with the Human Rights Act and that this arrangement protects parliamentary sovereignty. Weaker candidates may do little more than repeat this. For AO1, however, better candidates should add explanation from own knowledge of the term parliamentary sovereignty – eg the constitutionally unlimited power of the Westminster Parliament to make law, judges/monarch etc have no power to set Parliament's laws aside. Also with AO1, reward answers which give relevant additional information about parliamentary sovereignty such as threats arguably presented by EU legislation or devolved bodies.

For AO2 candidates are likely to explain that the powers of the judiciary when ruling that legislation conflicts with the HRA are limited to making a declaration of incompatibility, and that by leaving the government (Parliament?) to decide the response, parliamentary sovereignty is thereby not undermined. 'In practice' is a discriminator so for higher AO2 marks reward answers that address this (eg in practice Parliament's hands are likely to be tied by judicial rulings under the HRA; in practice government/ majority party will decide). Accept also for AO2 analysis that relates to the democratic implications of unelected judges challenging the decisions of elected MPs, and contrasts and comparisons with other factors weakening or undermining parliamentary sovereignty and/or to political systems with codified constitutions.

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(03) 'The British judiciary is both independent and impartial.' Discuss.

(25 marks)

For AO1 there should be demonstration of knowledge and understanding of the term 'the judiciary'. With this weaker candidates are likely to refer merely to 'judges' so reward better answers which provide more detail (eg functions of judiciary). Candidates should also show knowledge and understanding of the notions of judicial independence (eg independent from other two branches of government) and judicial neutrality (eg judges interpret the law disregarding personal or political views). Better candidates should also demonstrate underlying features designed to reinforce these characteristics (eg judges hold office during good behaviour; higher judges barred by statute from membership of House of Commons). At the highest levels candidates are likely to also demonstrate knowledge and understanding of aspects which arguably undermine these characteristics (eg traditional role of Lord Chancellor, increasing judicial activism), including developments such as membership of the EU, the impact of the Human Rights Act and the Constitutional Reform Act 2005. At AO1 also reward knowledge and understanding of relevant concepts such as separation of powers and comparative content (eg role of judiciary in USA), although full marks possible without this.

For AO2 candidates should offer analysis of both 'independence' and 'neutrality' for higher levels. With 'independence' scope both to agree with the contention in the question (eg judges in the UK generally free from political interference) and/or to challenge it (eg leading judges traditionally appointed by politicians). Likewise with political neutrality there is scope both to agree with the contention (eg judges generally refrain from partisan political activity) and to oppose it (social background of judges). Reward relevant theoretical analysis (eg separation of powers) and also analysis of changes flowing/likely to flow from the Human Rights Act (eg judges required to assess incompatibility of statute with Human Rights Act) and Constitutional Reform Act (role of politicians in appointment of judges diminished). Reward relevant analysis based on role of judges in EU, on European Court of Human Rights and, for comparative purposes, USA, although question is about British judiciary so full marks possible without this.

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

(04) Explain the term *parliamentary questions* used in the extract. (5 marks)

The passage provides useful contextual material (ie ministers answer in the Commons). Weaker answers (1/2 marks) may do little more than repeat this. For middle range marks answers are likely to give other relevant information (eg ministers answer on rota basis, Prime Minister's Questions for 30 minutes once every Wednesday, written and oral questions). For highest marks (4/5) generally look for knowledge and understanding of wider perspectives (eg parliamentary questions aspect of ministerial responsibility, means of holding executive accountable, opportunity for backbenchers to raise constituency matters, Prime Minister's Questions' theatrical sparring etc).

(05) Using your own knowledge as well as the extract, outline the arguments in favour of giving the House of Commons power to approve a dissolution of Parliament. (10 marks)

The passage provides useful contextual information in terms of this being presented as a development which surrenders or limits the exercise of prime ministerial powers. For AO1 weaker candidates may do little more than repeat this. Better candidates, however, are likely to demonstrate knowledge and understanding of the fact that dissolution of Parliament triggers a general election. The very best answers may also include other relevant information (eg prerogative power, by convention Monarch dissolves Parliament on recommendation of Prime Minister, Parliament dissolved automatically five years after previous general election without prime ministerial request for dissolution). Reward also answers which give examples of a dissolution being requested/ not requested (eg Brown 2007).

For AO2 focus should be on 'the arguments in favour'. Most candidates are likely to recognise that current arrangements allow Prime Minister effectively to determine timing of a general election and that change would transfer this power to the House of Commons. Other arguments in favour are more democracy, check on executive dominance, more transparency in reasons for dissolution, further limits any discretion of Monarch, etc. Possible to argue that in practice it will make little difference as in normal circumstances the governing party has a majority and the Commons will, therefore, vote in support of the Prime Minister's request anyway, but as question only asks for arguments in favour full marks possible without this.

Reward should be given for discussion of the proposals by the Cameron government for fixed term parliaments, and dissolution to be subject to a vote of at least 55% of MPs, but full marks to be possible without this.

(06) To what extent is parliamentary control of the government no longer effective? (25 marks)

For AO1, knowledge and understanding of the role and main functions of Parliament and procedures which facilitate these. For middle range marks at minimum there should be demonstrated knowledge and understanding of the main procedures relating to parliamentary control of the government such as debates, question time, select committees, legislative scrutiny, etc. For highest levels there will normally also be evidence of knowledge and

understanding of factors which in practice reduce the effectiveness of these 'controls' (eg limited time available for debates and questions, limited resources of select committees) and enable the government to effectively control Parliament (government majority, whips, constituency pressures, MPs' desire for promotion). Question is about Parliament, so relevant knowledge and understanding of the relationship between government and Parliament in the House of Lords should also be rewarded. Knowledge and understanding of changes in relationship between Parliament and government over time (eg golden age of Parliament, and under different governments) relevant to discussion of 'no longer' should also be rewarded. Contrasts and comparisons with other political systems (eg USA) should be rewarded where appropriate, but full marks are possible without this.

With AO2, the focus should be on 'to what extent' (eg paucity of government defeats, examples of successful backbench rebellions). However, levels 3 and 4 answers are likely to consider variables that can influence extent of parliamentary controls (eg size of majority, imminence of general election, political standing of government, intra-party divisions etc) and also analyse wider influences on the government/Parliament relationship such as the FPTP electoral system, the normal pattern of two party dominance, and the absence in the UK of a separation of powers between government and Parliament. Question is about 'parliamentary control' so analysis of the relationship between the House of Lords and the government (eg power only to delay bills limits ability to control government, weaker whipping system/less party alignment of peers means greater independence to challenge government) is relevant and should be rewarded. 'No longer' is a discriminator and should normally be addressed specifically for top level marks. This invites analysis of changes over time (eg 'golden age of Parliament', government control less under Callaghan and Major). Comparative analysis using other political systems (eg relations between President and Congress in USA) are relevant and should be rewarded, but full marks possible without this.

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

(5 marks)

The extract gives useful contextual material explaining that policy is made within government departments and that these are located within the core executive. Weaker candidates may do little more than repeat this. For middle range marks and above there should be additional relevant information from own knowledge (eg unit of Whitehall administration or similar with example(s), headed by ministers/staffed by civil servants). For 4/5 marks answers will usually offer wider perspectives (eg departments responsible for administration as well as policy making, changed role with development of Next Steps Agencies).

(08) Using your own knowledge as well as the extract, explain why 'the Prime Minister's right to appoint and dismiss ministers gives him considerable control over the Cabinet'.

(10 marks)

The passage provides useful contextual material and for AO1 weaker candidates may do little more than repeat this. Better candidates, however, are likely to demonstrate knowledge and understanding of the fact that the Prime Minister personally appoints and dismisses all ministers, including Cabinet Ministers. The very best answers may also include other relevant information (eg prerogative power exercised by convention by Prime Minister, frequent reshuffles, Prime Minister also decides on posts held by particular individuals). Reward examples, especially examples of prime ministerial appointments/dismissals, especially those illustrating significance in terms of influence over the Cabinet and policy (eg refusal by Thatcher to appoint Heath to Cabinet; removal by Blair of Cook and Straw as Foreign Secretary, replacement by Margaret Beckett).

For AO2 significance should be focused around, and for top marks must address, 'control over the Cabinet'. Possible to argue both for the contention in the question (eg Prime Minister will appoint key allies to Cabinet and to key posts – such as Darling and Balls with Brown) and against (Prime Minister has to appoint some rivals to Cabinet which may threaten control over the Cabinet, eg Blair with Brown). Reward at AO2 answers that also identify other variables which might influence prime ministerial control over the Cabinet (eg standing of PM, imminence of general election) but focus should remain on significance of ministerial appointments and dismissals, so guard against prime ministerial/cabinet government answers. 'Considerable' is a discriminator, so reward particularly candidates who address this (eg limit to number of reshuffles and to numbers of ministers, so prime ministerial control is not total, in crisis even ministers appointed by Prime Minister may rebel as with Thatcher in 1990).

(09) 'Civil servants, not ministers, are the main policy-makers within the core executive.'  
Discuss. (25 marks)

AO1 – at the very lowest level candidates should all show knowledge and understanding of terms such as ministers and civil servants and the main roles that they perform. Middle range answers, however, are likely to identify the key resources of ministers (eg political authority) and civil servants (eg expertise) and be able to offer policy examples and the main models of civil service/minister relationships. 'Core executive' is a discriminator and should normally be addressed for highest level marks. In this context candidates are likely to extend their discussion to include not only ministers and civil servants, but also other actors, such as special advisers and the Cabinet system.

With AO2 lowest level, candidates are likely to draw mainly from the stimulus and give a brief analysis of the respective roles of ministers (making policy) and civil servants (administration). Better candidates, however, are likely to analyse the relative ability of ministers and civil service in terms of resources (ministers' political resources and networks; civil servants' permanence, expertise, numbers, time, etc) and of relevance of analytical models. Possible to support contention in stimulus or oppose it, although better answers are likely to present a balanced picture analysing the influence of variables such as personality, experience of minister, salience of issue, party and pressure group influences, etc. Better answers are also likely to discuss the impact of special advisers as a ministerial resource. 'Main' is a discriminator so reward especially candidates who address this (ie ministers more likely to influence key policies, civil service more influential over technicalities and detail). 'Core executive' is also a discriminator and should normally be addressed for highest level, requiring the answer to extend beyond the departmental level to include policy making within the wider core executive (eg Cabinet and Cabinet committees, Cabinet Office, Prime Minister's Office, civil service and ministerial networks, etc). Reward relevant use of concepts (eg ministerial responsibility).

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

(10) Explain the term *multi-level governance* used in the passage. (5 marks)

The extract gives useful contextual material, referring to European and Scottish levels of governance, and weaker candidates (1/2 marks) may do little more than repeat this. For 3 marks and above, however, candidates should add relevant additional information (eg other levels of governance such as UK, Welsh and, possibly, also local government). For highest marks (4/5), however, reward answers which draw out some of the implications of multi-level governance such as for parliamentary and national sovereignty, and the absence of an English level of governance.

(11) Using your own knowledge as well as the passage, explain the statement that ‘the Scottish Parliament has significant powers’. (10 marks)

For AO1 the extract explains that the Scottish Parliament has significant powers and has made a difference to people’s lives. While lowest level candidates are likely to do little more than repeat this, for middle range answers there should be some reference to the main (primary) legislative powers of the Scottish Parliament. At higher levels there will normally be information about the main areas of legislative competence (eg education) and the Parliament’s tax raising powers. Reward information about the Welsh Assembly where used for comparative purposes. Likewise, information about the Northern Ireland Assembly, although as this does not appear in the specification full marks are possible without this.

For AO2 answers should focus upon ‘significant’, which must be addressed specifically for highest level marks. Analysis can support the contention in the question (eg primary legislative and tax raising powers) or oppose it (some powers can be removed by Westminster, key policy areas not devolved). Answers in the higher levels, however, are likely to present a balanced picture with arguments supporting both positions. Reward analysis based on comparison with Welsh Assembly and Northern Ireland Assembly, although as the latter is outside the specification full marks are possible without this. Reward also analysis based on concepts such as parliamentary sovereignty.

(12) ‘No single institution dominates the policy-making process within the European Union.’ Discuss. (25 marks)

For AO1 candidates should demonstrate knowledge and understanding of the key institutions within the European Union, mainly the European Parliament, Commission, Council of Ministers, and the European Council. For marks within the highest levels all four institutions should normally be covered. Accept also material about the European Court of Justice and other bodies such as COREPER, although full marks possible without this. Knowledge and understanding of composition of these bodies should be rewarded as appropriate, although the focus of the question is the policy-making process and, therefore, powers of these various bodies is most relevant. Reward relevant detail about powers (eg Commission drafts legislation, co-decision and cooperation procedures for legislation, etc) and the policy-making process (eg Qualified Majority Voting in Council of Ministers), as well as the influence of bodies

such as political parties (whose primarily ideological links within the European Parliament make consensus difficult to achieve), and specific policy examples.

For AO2 the focus should be on 'No single institution dominates'. Weaker answers are likely to comment only on the powers of specific bodies, but for mid-range marks at minimum there should be some attempt to analyse the relative power of different institutions. For the highest level 'no single institution' must normally be addressed specifically. Possible to support the contention in the question (eg powers of various institutions provide 'checks and balances', European Parliament and Council of Ministers share power, only Commission can draft legislation, Commission and Council are split executive etc), oppose it (eg Council makes many of the key decisions, Commission has permanent bureaucracy and, therefore, dominates etc), or present a balanced picture. Reward answers which offer analysis of changing power structures over time (eg increasing role of European Parliament), of informal mechanisms relevant to policy-making process (such as democratic legitimacy of European Parliament), and which suggest that dominance varies according to function (eg Council of Ministers with legislation, EU Parliament with removing Commission, Commission with European rather than national considerations, budget). Question is about policy-making process so reward answers that focus on this rather than related matters (eg democratic deficit, where power lies, constitutional authority, locus of sovereignty, etc).

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**ASSESSMENT OBJECTIVES GRID**

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