



**General Certificate of Education
June 2011**

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.

AS GOVERNMENT AND POLITICS

GENERIC MARK SCHEME for questions with a total of 5 marks

<p>Knowledge and Understanding: Recall, Select & Deploy</p>
AO1
<p>Level 4 (5 marks) The candidate successfully demonstrates excellent knowledge and understanding of political data, concept(s) or term(s).</p> <p>Where appropriate, the candidate is able to illustrate his/her answer with relevant evidence/example(s).</p>
<p>Level 3 (4 marks) The candidate successfully demonstrates good knowledge and understanding of political data, concept(s) or term(s).</p> <p>Where appropriate, the candidate is able to illustrate his/her answer with relevant evidence/example(s).</p>
<p>Level 2 (2–3 marks) The candidate demonstrates limited knowledge and understanding of political data, concept(s) or term(s).</p> <p>The candidate may illustrate his/her answer with evidence/example(s) of limited relevance.</p>
<p>Level 1 (1 mark) The candidate demonstrates little knowledge and understanding of political data, concept(s) or term(s).</p> <p>The candidate may illustrate his/her answer with evidence/example(s) of little relevance.</p>
<p>0 marks No relevant response.</p>

AS GOVERNMENT AND POLITICS

GENERIC MARK SCHEME for questions with a total of 10 marks

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 4 (4 marks) The candidate demonstrates an excellent knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The candidate deploys relevant knowledge and understanding to fully address the requirements of the question and produces accurate and/or relevant examples to illustrate points made.</p>	<p>Level 4 (4 marks) The candidate applies an excellent range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	<p>Levels 3–4 (2 marks) The candidate communicates clearly and effectively, in a structured and sustained manner, making excellent or good use of appropriate political vocabulary.</p> <p>There are few, if any, errors of spelling, punctuation and grammar and the response should be legible.</p> <p>The answer has a clear sense of direction, is focused on the question and, where appropriate, has a conclusion which flows from the discussion.</p>
<p>Level 3 (3 marks) The candidate demonstrates good knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The candidate addresses the requirements of the question and produces examples and/or evidence to illustrate points made.</p>	<p>Level 3 (3 marks) The candidate applies a good range of developed concepts and uses appropriate political theory to construct a clear and cogent explanation or argument.</p>	
<p>Level 2 (2 marks) The candidate demonstrates limited knowledge and understanding of political concepts/theories/institutions and processes.</p> <p>The candidate makes a limited attempt to address the requirements of the question and produces few or inaccurate examples and/or limited evidence to illustrate points made.</p>	<p>Level 2 (2 marks) The candidate applies a limited range of concepts and makes limited use of political theory or ideas in developing an explanation or argument.</p>	<p>Levels 1–2 (1 mark) The candidate communicates explanations or arguments with limited clarity and effectiveness, using limited political vocabulary. The answer may lack either a clear focus on the question or a sense of direction.</p> <p>There are frequent errors of spelling, punctuation and grammar and legibility may be a problem.</p>

GENERIC MARK SCHEME for questions with a total of 10 marks (continued)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
Level 1 (1 mark) The candidate demonstrates little knowledge and understanding of political concepts/theories/institutions and processes. The candidate makes little attempt to address the requirements of the question and produces few examples and/or little evidence to illustrate points made.	Level 1 (1 mark) The candidate applies few concepts and makes little use of political theory or ideas in developing an explanation or argument.	Levels 1–2 (continued) (1 mark) A conclusion, where appropriate, may be offered but its relationship to the preceding discussion is modest or implicit.
0 marks No relevant response.	0 marks No relevant response.	0 marks 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>Level 4 (10–11 marks) The candidate successfully demonstrates accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them, producing an answer that deploys relevant knowledge and understanding to address the requirements of the question and demonstrates significant contextual awareness.</p> <p>The candidate's answer includes relevant evidence and/or examples to substantiate and illustrate points made.</p>	<p>Level 4 (7–8 marks) The candidate evaluates political institutions, processes and behaviour, applying appropriate concepts and theories.</p> <p>The candidate provides analysis which displays sound awareness of differing viewpoints and a clear recognition of issues. Parallels and connections are identified, together with valid and precise comparisons. The answer includes relevant and convincing interpretations or explanations.</p>	<p>Level 4 (5–6 marks) The candidate communicates clear, structured and sustained arguments and explanations, making excellent use of appropriate political vocabulary.</p> <p>The response should be legible with few, if any, errors of spelling, punctuation and grammar.</p> <p>The candidate produces answers with a clear sense of direction leading towards a coherent conclusion.</p>
<p>Level 3 (7–9 marks) The candidate demonstrates generally accurate knowledge and understanding of political concepts/theories/institutions and processes and the relationships between them, producing an answer that addresses the requirements of the question and demonstrates adequate contextual awareness.</p> <p>The answer provides evidence backed up by clear examples to illustrate points made.</p>	<p>Level 3 (5–6 marks) The candidate evaluates political institutions, processes and behaviour, applying some concepts or theories.</p> <p>The candidate provides clear arguments and explanations and demonstrates awareness of differing viewpoints and recognition of issues. Parallels and connections are identified, together with some sound comparison.</p>	<p>Level 3 (3–4 marks) The candidate communicates arguments and explanations, making good use of appropriate political vocabulary.</p> <p>The response should be legible but there may be occasional errors of spelling, punctuation and grammar.</p> <p>A conclusion is linked to the preceding discussion.</p>

GENERIC MARK SCHEME for questions with a total of 25 marks (continued)

Knowledge and Understanding: Recall, Select & Deploy	Skills: Analysis & Evaluation	Communication
AO1	AO2	AO3
<p>Level 2 (4–6 marks)</p> <p>The candidate demonstrates basic knowledge and understanding of political concepts/theories/institutions and processes and some awareness of the relationships between them, making a limited attempt to address the requirements of the question.</p> <p>The candidate may demonstrate contextual awareness covering part of the question, and may produce limited evidence and/or few examples.</p>	<p>Level 2 (3–4 marks)</p> <p>The candidate offers a limited evaluation of political institutions, processes and behaviour and begins to construct arguments which contain basic explanations.</p> <p>The candidate shows some awareness of differing viewpoints. There is recognition of basic parallels or limited comparisons.</p>	<p>Level 2 (2 marks)</p> <p>The candidate attempts to develop an argument using basic political vocabulary.</p> <p>There are frequent errors of spelling, punctuation and grammar and legibility may be a problem.</p> <p>Where a conclusion is offered, its relationship to the preceding discussion may be modest or implicit.</p>
<p>Level 1 (1–3 marks)</p> <p>The candidate demonstrates slight and/or incomplete knowledge and understanding of political concepts/theories/institutions and processes and limited awareness of the relationships between them.</p> <p>The candidate makes a very limited attempt to address the requirements of the question. Only superficial awareness of the context of the question is evident and the few examples cited are often inaccurately reported or inappropriately used.</p>	<p>Level 1 (1–2 marks)</p> <p>The candidate makes a partial attempt to evaluate political institutions, processes and behaviour. Arguments offered are superficial or simplistic. There is very limited awareness of parallels or comparisons.</p>	<p>Level 1 (1 mark)</p> <p>The answer relies upon narrative which is not fully coherent and which is expressed without using political vocabulary.</p> <p>Errors in spelling, punctuation and grammar may be intrusive and the response may not be legible.</p> <p>A conclusion is either not offered or it is not related to the preceding material.</p>
<p>0 marks</p> <p>No relevant response.</p>	<p>0 marks</p> <p>No relevant response.</p>	<p>0 marks</p> <p>No relevant response.</p>

NB: whilst there is no requirement for candidates to make reference to the extract or passage provided when answering questions with a total of 25 marks, the use of such material can be credited on AO1 and AO2, where it is relevant to the question posed. Candidates may also be given credit for using relevant material drawn from the extracts or passages which accompany other questions on the paper.

Topic 1 The British Constitution**Total for this topic: 40 marks**

(01) Explain the term *codified constitution* used in the extract.

(5 marks)

Lower level candidates are likely merely to repeat from the extract that the UK constitution is unwritten and/or uncodified. There should normally be an attempt to focus specifically on 'codified', together with an explanation (eg a constitution in which all the main provisions are brought together in a single document, or similar). For the top level, there will normally be additional relevant information (eg sources of the UK constitution, examples of codified constitutions), explanation of features of some codified constitutions (eg entrenchment) and/or explanation of other characteristics of the UK constitution (eg flexible, parliamentary – not constitutional – sovereignty; lack of clear distinction between constitutional and other legislation). Credit for comparative examples but not necessary for top marks.

(02) Using your own knowledge as well as the extract, explain why having a flexible constitution may leave British citizens without adequate protection from the government.

(10 marks)

For AO1, the extract refers to flexibility and the ease of changing constitutional laws and practices and, at the lowest level, candidates may do little more than repeat this. For 2-3 marks, however, candidates should use own knowledge to show how the UK constitution is amended (eg statute, new conventional practice) and examples of this. For the highest level, candidates should normally show relevant knowledge of key constitutional doctrines, such as parliamentary sovereignty, relevant to the question.

With AO2, the focus should be on 'without adequate protection', with some attempt to explain how parliamentary sovereignty, the absence of a codified constitution with 'entrenched' rights, and executive domination of Parliament, leave citizens unprotected. Reward answers that show how in practice some legislation (eg the Human Rights Act) and other political developments (eg signatory to European Convention on Human Rights) arguably do provide some protection, but as the question only requires explanation, full marks are possible without this.

(03) 'Judges in Britain now have too much power over the decisions of democratically elected politicians.' Discuss. (25 marks)

For AO1, candidates should demonstrate knowledge and understanding of the nature and the main sources of the British constitution and the role of the judiciary in Britain in interpreting statutes. For middle range marks, candidates are likely to lay stress on the increasing significance of judicial review and other aspects of judicial activism. Top-level candidates will normally be able to develop arguments relating to specific developments (eg the role of the judiciary in interpreting the Human Rights Act, including the issuing of a declaration of incompatibility) and the creation of a Supreme Court arguably providing greater judicial independence than in the past. Most candidates should be able to illustrate their answers with examples of relevant cases. Reward appropriate material about other constitutions (eg USA) although there is no expectation that comparative material should be detailed or substantial. The question allows scope for candidates to demonstrate knowledge about, and to discuss the significance of, the role of the European Court of Human Rights and the European Court of Justice in challenging the decisions of Britain's elected politicians, although full marks are possible without this.

With AO2, candidates **may** focus their discussion upon the increasing judicial activism of recent decades. However, for middle-level marks and above there should normally be a clear attempt to address the conflict that this may cause between the judiciary and democratically elected politicians. In this regard, judicial decisions affecting councillors (eg *ultra vires*), MPs (eg where statute arguably conflicts with the Human Rights Act, or with EU law) and members of devolved bodies or MEPs are all relevant. For the highest levels, however, such analysis should normally be balanced with some recognition of the supremacy of parliamentary statute and the resulting limitation upon the power of the courts. 'Now' and 'too much' are discriminators and should normally be addressed specifically for the highest level. However, at all levels, reward answers that attempt wider analysis, such as the increasing tendency of governments to intervene in wider fields, the greater willingness of campaigning and other groups to challenge government decisions, more levels of government, and less passive judiciary. Discussion about the merits or otherwise of increased judicial activism should be rewarded although, as the question does not ask for this, full marks are possible without this. As with AO1, reward relevant comparative material but there is no expectation that this should be extensive or detailed.

Topic 2 Parliament**Total for this topic: 40 marks**(04) Explain the term *life peers* used in the extract.*(5 marks)*

At the lowest level, candidates are likely to state ‘peers for life’, ‘life membership of House of Lords’, or similar. However, for middle ranges, there should usually be some attempt to provide other relevant information (eg the Life Peerages Act 1958, difference from hereditary peers, unaffected by post-1997 constitutional reforms). For a higher level, answers will normally explain other characteristics of life peers (eg allows women membership of Lords, often bestowed as mark of individual expertise/esteem, unelected and therefore undemocratic). Reward examples of particular life peers and of role in political system (eg Lord Mandelson).

(05) Using your own knowledge as well as the extract, explain why a partly elected House of Lords might undermine the primacy (dominance) of the House of Commons. *(10 marks)*

For AO1, most answers should show knowledge and understanding of the composition of the present (unelected) House of Lords and some of its key functions. The extract refers to electoral mandate undermining primacy (dominance) of House of Commons so, for middle level and above, candidates should normally demonstrate knowledge and understanding of ‘mandate’ as a concept. For the highest level, answers should also normally show knowledge and understanding of existing political and constitutional relationship between the two Houses. Reward relevant examples (eg of legislative conflicts between Lords and Commons).

For AO2, the focus should be upon explaining why an elective element in the Lords might undermine primacy/dominance of the Commons. Most answers are likely to argue that elected members of the Lords will have their own ‘mandate’ which might lead them to challenge and oppose the Commons (as they are less likely to do now because Peers have no mandate). For higher marks, however, candidates might develop such possibilities as different parties controlling different Houses, different electoral systems, different timing of elections for the two houses, etc, leading to the likelihood of confrontation between Lords and Commons. At AO2, reward relevant use of concepts such as legitimacy, accountability, etc.

(06) Discuss the extent to which party control limits the effectiveness of Parliament in performing its main functions. (25 marks)

For AO1, most candidates are likely to demonstrate knowledge and understanding of manifestations (eg government majority) of party control in the House of Commons, and machinery (whips, patronage, etc) together with instances of its failure (eg backbench rebellions). For middle-range marks candidates should also demonstrate knowledge and understanding of Parliament's main functions (legislation, scrutiny, constituency representation, etc). As the question is about Parliament, knowledge and understanding of the House of Lords (eg the role of crossbenchers) should also normally be addressed for top-level marks. Reward, at all levels, accurate and relevant knowledge and understanding of parliamentary procedure (eg free votes, PMQs, private members' bills).

For AO2, analysis should focus on the impact of party control on main functions of Parliament. Most answers are likely to focus mainly on the House of Commons (eg majority party supplies and supports government, whips orchestrate partisan battle, opposition parties challenge/scrutinise government, etc). 'Limits effectiveness' is a discriminator which should be addressed specifically for middle-level marks and above. 'Extent' is also a discriminator which should normally be addressed specifically for top-level marks. It is possible to argue that party control is normal pattern, varies with size of majority or issue (eg Iraq, Europe), affects some functions (eg supporting the government) more than others (eg constituency representation). It is possible to argue that party control does limit effectiveness (eg prevents effective scrutiny) and/or that it does not (eg party control ensures coherence of government policy/strengthens opposition, cannot prevent backbench rebellions). The question is about Parliament so the House of Lords should normally be addressed for top level (eg less partisan atmosphere so party control less pronounced and less likely to hinder).

Topic 3 The Core Executive**Total for this topic: 40 marks**

(07) Explain the term *Cabinet Office* used in the extract.

(5 marks)

Candidates **should** explain that the Cabinet Office provides **wide-ranging support services** for the Cabinet, organises work of the Cabinet, etc. For middle range marks, candidates should normally provide additional relevant information either from the extract (eg houses some cross-cutting units) or own knowledge (eg Cabinet Secretary is Head of Home Civil Service, Cabinet Office also services Cabinet Committees). For top marks, explanation will normally also provide some relevant context (eg serves Cabinet collectively but increasing links with Prime Minister, strengthens Prime Minister, role of Cabinet Office ministers).

(08) Using your own knowledge as well as the extract, identify **and** explain **two** reasons why some recent prime ministers have been seen as presidential.

(10 marks)

For AO1, **credit will be given for two reasons only**. The extract refers to the expansion of the Prime Minister's bureaucratic support but other reasons from own knowledge might be, for example, declining tendency of some recent Prime Ministers to consult Cabinet; growing dominance of Prime Minister over Cabinet, including appointments and dismissals; use of 'kitchen cabinet'; development of Prime Minister's press conference (rather than Parliament) for key announcements, etc. One further mark for additional relevant information about each reason identified (eg increasing use of special advisers within Prime Minister's Office, policy decisions announced by Prime Minister without consulting Cabinet).

For AO2, focus should be upon explanation of 'why'. This can relate to explanations in terms of the particular reasons identified (eg the Prime Minister needs more bureaucratic resources because of increased responsibilities, consults Cabinet less owing to greater efficiency/speed of other fora for making decisions) or in terms of why in general Prime Ministers might be becoming more presidential (eg increased focus of media, increasing profile resulting from 'international stage', a successful leader's personal mandate on winning election, etc). For full marks at AO2, at least two responses to 'why' should be addressed.

(09) 'Both in constitutional theory and in practice, ministers rather than civil servants make the key policy decisions within government.' Discuss. *(25 marks)*

For AO1, most candidates should demonstrate knowledge and understanding of roles of ministers and civil servants. For middle-range marks, answers should normally give information about resources of civil servants (eg expertise, experience, numbers, control of information and implementation, Whitehall networks, etc) and ministers (ultimate authority, democratic legitimacy, political networks). For Level 3 and above, there will normally also be some knowledge of theoretical models of minister/civil service relationships. For top level, 'constitutional theory' should normally be addressed specifically (eg constitutional roles of ministers and civil servants, ministerial responsibility). At all levels, reward relevant additional information (eg special advisers, policy examples, government departments, relationships of ministers and civil servants within the wider core executive).

For AO2, candidates should focus upon the relative influence of ministers and civil servants. Most candidates are likely to recognise that both ministers and civil servants have some resources and it is possible to argue that either/neither group is dominant, or that both have similar powers. For middle-level marks and above, there will normally be recognition that the precise balance depends on circumstances, personalities and the policies concerned. 'In practice' and 'constitutional theory' are both discriminators and both should normally be addressed specifically for top-level marks. It is possible to argue that ministers do make policy, that constitutional theory is one thing but 'in practice' is another, enabling civil servants to prevail, or that neither side dominates the other. Reward accurate analysis in terms of analytical models of minister/civil service relationships.

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

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

(5 marks)

The extract explains that elected representatives are found at all levels of government. At the lowest level, candidates are likely merely to repeat this. For middle range marks there should normally be specific reference to elected representatives at **various levels of government** (eg MPs, SMPs, AMs, MEPs). **Reward references to** specific named individuals who are elected representatives (eg name of local MP). For higher levels, **answers may** devote some explanation to 'elected' (ie different electoral systems, contrast with appointed officials) and/or to 'representative' (ie role of representative, contrast with delegate, etc).

(11) Using your own knowledge as well as the extract, identify **and** explain **two** arguments in favour of the creation of an elected English Parliament.

(10 marks)

For AO1, **credit will be given, for two arguments only**. Two marks are available for each reason identified with relevant supporting detail (eg details of composition, politics, control, etc of devolved bodies). Most candidates **may** identify from **the** extract the unequal representation of different nations within **the** UK. The most likely second argument will probably be the West Lothian Question, but accept others (eg Barnett formula is unfair to England and not addressed because of lack of English Parliament).

For AO2, candidates are likely to develop explanations from standpoints such as inequality (ie English citizens lack a separate voice), unaccountability (eg of Scottish MPs voting on English matters), constitutional implications (eg shift towards a federal system, pragmatic, piecemeal development of post-1997 devolution reforms, etc). However, accept any reasonable explanations based on the two arguments identified.

(12) 'Policy making within the European Union (EU) is dominated by the European Commission.' Discuss. (25 marks)

For AO1, at the lowest levels candidates **may** offer little more than the main aspects of the European Commission's composition and powers (eg initiates legislation and regulations, drafts budget, administers laws and policies). For middle-range marks, however, this should normally be accompanied by information about the main powers of other EU institutions (especially the Council, Council of Ministers, European Parliament, etc). For the top level there should normally be a clear focus on 'policy making', so reward information about procedures (eg co-decision, co-operation, consultation,) and bodies (eg directorates, COREPER, policy-making roles of other EU institutions and national governments, etc). Reward at all levels relevant additional information (eg European perspective of Commissioners, policy examples, etc).

At the lowest level, AO2 requires some attempt to evaluate the powers of the Commission, although for Level 2 and above, this will normally be accompanied by evaluation relative to the main powers of other key EU institutions. For Level 3 and above, there should be a clear evaluative focus on policy making and whether or not the Commission is 'dominant' relative to the Council, Council of Ministers, European Parliament, national governments, etc. 'Dominated' is a discriminator and should normally be addressed specifically for highest-level marks. It is possible to argue that the Commission is 'dominant' (eg initiates and implements legislation), is not 'dominant' (eg final legislative decisions are left to the Council of Ministers), or power is shared. Other features of the Commission (eg not elected/insufficiently accountable/undemocratic/bureaucratic, etc) are relevant and should be rewarded, but the main focus should be on 'dominant' and policy making. Reward comparisons/contrasts with UK institutions (eg civil service) as well as analysis of changes over time and appropriate use of concepts (eg democratic deficit, co-decision) and parallels (eg with executive dominance at Westminster).

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

Converting Marks into UMS marks

Convert raw marks into Uniform Mark Scale (UMS) marks by using the link below.

UMS conversion calculator www.aqa.org.uk/umsconversion