

Mark Scheme (Results) Summer 2010

GCE

GCE Government & Politics (6GP04) Paper 4C

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General Marking Guidance

- All candidates must receive the same treatment. Examiners must mark the first candidate in exactly the same way as they mark the last.
- Mark schemes should be applied positively. Candidates must be rewarded for what they have shown they can do rather than penalised for omissions.
- Examiners should mark according to the mark scheme not according to their perception of where the grade boundaries may lie.
- There is no ceiling on achievement. All marks on the mark scheme should be used appropriately.
- All the marks on the mark scheme are designed to be awarded. Examiners should always award full marks if deserved, i.e. if the answer matches the mark scheme. Examiners should also be prepared to award zero marks if the candidate's response is not worthy of credit according to the mark scheme.
- Where some judgement is required, mark schemes will provide the principles by which marks will be awarded and exemplification may be limited.
- When examiners are in doubt regarding the application of the mark scheme to a candidate's response, the team leader must be consulted.
- Crossed out work should be marked UNLESS the candidate has replaced it with an alternative response.

No. 1	Why has the issue of labour mobility within the EU been so controversial?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Candidates should recognise that freedom of movement was one of the major features of the Single European Act. It has provided people of all the member states with the opportunity to move to other countries but has been controversial for several reasons:</p> <ul style="list-style-type: none"> • It has led to a sharp increase in competition for jobs and public services, particularly amongst unskilled labour, where wage rates have been suppressed (especially since the accession of Eastern European states since 2004) • It has led to complaints about the loss of traditional cultures, and an expansion of international crime • It has led to a “brain drain” of the more highly qualified people who have taken advantage of opportunities to work in other parts of the EU • It has led to complaints that member states have lost sovereignty over their borders and immigration policy 	
LEVELS	DESCRIPTORS
<p><i>Level 3</i> (11-15 marks)</p>	<ul style="list-style-type: none"> • Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good or better ability to analyse and explain political information, arguments and explanations. • Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p><i>Level 2</i> (5-10 marks)</p>	<ul style="list-style-type: none"> • Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Sound ability to analyse and explain political information, arguments and explanations. • Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p><i>Level 1</i> (0-5 marks)</p>	<ul style="list-style-type: none"> • Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Poor ability to analyse and explain political information, arguments and explanations. • Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 2	Define 'neo-functionalism', and explain its implications for European integration.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Candidates should demonstrate an understanding that neo-functionalism is a theory that greater integration can be achieved, and nationalist resistance to integration overcome, by creating conditions that make greater integration more attractive or semi-inevitable. It can take a number of forms, including:</p> <ul style="list-style-type: none"> • Functional spill-over: as one economic sector becomes more integrated, it makes sense to integrate another, related, sector e.g. transport integration leads logically to infrastructure integration • Technical spill-over: increased trade between member states makes it logical to harmonise technical standards between states. • Political spill-over: political forces, usually pressure groups, will campaign to ensure that they enjoy the same advantages as their counterparts in other member states, and operate at an increasingly supranational level <p>If the theory operates correctly in practice, it will lead to greater step-by-step integration within the EU through a gradual, incremental, but almost inevitable process, which results in an increasingly supranational state.</p> <ul style="list-style-type: none"> • Only responses responding to both parts of the question will be able to enter Level 3 	
LEVELS	DESCRIPTORS
<p><i>Level 3</i> (11-15 marks)</p>	<ul style="list-style-type: none"> • Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good or better ability to analyse and explain political information, arguments and explanations. • Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p><i>Level 2</i> (5-10 marks)</p>	<ul style="list-style-type: none"> • Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Sound ability to analyse and explain political information, arguments and explanations. • Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p><i>Level 1</i> (0-5 marks)</p>	<ul style="list-style-type: none"> • Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Poor ability to analyse and explain political information, arguments and explanations. • Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 3	Assess the impact of the reforms of the Common Agricultural Policy.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Candidates should demonstrate an awareness that there have been several attempts to reform the CAP:</p> <ul style="list-style-type: none"> • The unsuccessful attempt in the 1960's to promote the amalgamation of small holdings into larger, more efficient, farming units. • The replacement in the 1990's of guaranteed prices with subsidies, if prices fell below specified levels, and the encouragement of "set-asides". This led to a reduction of surpluses and benefits for wildlife and the environment. • The 2003 reforms breaking the link between subsidies and production, with farmers receiving a single payment instead, and guaranteed minimum prices being lowered. Payments to larger farms were also reduced. • The exclusion of the new members of Eastern and Central Europe from the CAP. <p>The EU is both self-sufficient in food and a large exporter, which was one aim of the CAP. Since 2005, the CAP has no longer been the single greatest budget item of the EU, which was one aim of the reforms.</p>	
LEVELS	DESCRIPTORS
<p><i>Level 3</i> (11-15 marks)</p>	<ul style="list-style-type: none"> • Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good or better ability to analyse and explain political information, arguments and explanations. • Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p><i>Level 2</i> (5-10 marks)</p>	<ul style="list-style-type: none"> • Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Sound ability to analyse and explain political information, arguments and explanations. • Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p><i>Level 1</i> (0-5 marks)</p>	<ul style="list-style-type: none"> • Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Poor ability to analyse and explain political information, arguments and explanations. • Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 4	Why have the nationalist parties of Scotland and Wales adopted a pro-EU stance?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Nationalists in most parts of Europe, including England, tend to be hostile to the EU because it represents a loss of sovereignty. By contrast, nationalists in Scotland and Wales tend to be pro-EU because:</p> <ul style="list-style-type: none"> • They have no sovereignty to lose (having already lost it to the UK) • For the SNP and Plaid Cymru, the EU provides a model of how small, historically poor, countries (such as Ireland and Portugal) can survive and flourish as independent entities in an open Europe-wide economy. • Independence within the context of the EU would provide economic stability and security guarantees. Thus membership of the EU adds credibility to their campaigns for independence. • A pro-EU stance allows the nationalists to appear outward-looking and progressive. • Scotland and Wales have benefitted greatly through an enhanced political status, and also from regional funds dispensed by the EU. 	
LEVELS	DESCRIPTORS
<p><i>Level 3</i> (11-15 marks)</p>	<ul style="list-style-type: none"> • Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good or better ability to analyse and explain political information, arguments and explanations. • Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p><i>Level 2</i> (5-10 marks)</p>	<ul style="list-style-type: none"> • Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Sound ability to analyse and explain political information, arguments and explanations. • Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p><i>Level 1</i> (0-5 marks)</p>	<ul style="list-style-type: none"> • Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Poor ability to analyse and explain political information, arguments and explanations. • Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 5	Assess the strengths and weaknesses of the European Court of Justice.
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Indicative content (*this is not an exhaustive account of relevant points*)

Candidates should recognise that the ECJ, while having a lower profile than other key institutions of the EU, has nevertheless become one of the most important:

- It clarifies EU law, and acts as a guarantor of rights in the absence of an EU constitution.
- It has played a key role in promoting integration, especially with decisions such as *Costa v ENEL (1964)* that confirmed the primacy of EU law over national law, and the *Cassis de Dijon* case that simplified the introduction of the Single Market.
- Its international membership ensures that EU laws are applied consistently and fairly across the member states

However:

- It has consistently struggled to cope with its workload, taking as much as two years to reach decisions, (even after the introduction of the Court of First Instance)
- Its decisions are secret, so it is impossible to assess who may have dissented, or their thinking, so that the reasons for the decision can be ascertained
- It is not democratically elected, and is accused of undermining national sovereignty
- It, like all Courts, cannot enforce its decisions.

Only responses that address both the strengths and the weaknesses can enter Level 3.

LEVELS	DESCRIPTORS
<i>Level 3</i> (11-15 marks)	<ul style="list-style-type: none"> • Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Good or better ability to analyse and explain political information, arguments and explanations. • Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<i>Level 2</i> (5-10 marks)	<ul style="list-style-type: none"> • Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Sound ability to analyse and explain political information, arguments and explanations. • Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<i>Level 1</i> (0-5 marks)	<ul style="list-style-type: none"> • Limited knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • Poor ability to analyse and explain political information, arguments and explanations. • Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 6	'The European Commission is no longer the most significant institution in the EU.' Discuss.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Candidates should demonstrate an understanding that there are a variety of ways of looking at the significance of the European Commission.</p> <p>It could be argued that the Commission has been of great significance in the past, but that its position has been eroded by:</p> <ul style="list-style-type: none"> • The increasing power of the European Parliament, which can influence policy and sack Commissioners • The establishment of a separate structure to oversee the Common Foreign and Security Policy • The growth of the EU, making the Commission, with 27 Commissioners, unwieldy <p>It could also be argued that the Commission's powers may have changed over time, but that it remains the most significant institution within the EU because:</p> <ul style="list-style-type: none"> • It is still the main initiator of policy • The European Parliament is reluctant to use its 'nuclear option' of sacking the Commissioners • Its remaining foreign policy responsibilities have grown in importance, especially international trade and the environment. <p>Further, it could be argued that it has never been the most significant institution in the EU. It can be described as the servant of the Council of Ministers, carrying out their decisions. Also, employing just 20,000 staff, it can be argued that it is too small to play a dominant role.</p>	
AO1	Knowledge and understanding
<i>Level 3</i> (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> • Ability to analyse and explain contrasting views on the significance of the European Commission • Ability to evaluate the competing arguments 	
<i>Level 3</i> (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 2</i> (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 1</i> (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
AO2	Synoptic skills
<i>Level 3</i> (9-12 marks)	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
<i>Level 2</i> (5-8 marks)	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
<i>Level 1</i> (0-4 marks)	Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions

AO3	Communication and coherence
<i>Level 3</i> (7-9 marks)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 7	To what extent is further EU integration necessary and desirable?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Candidates should demonstrate awareness that the Constitutional Treaty, and its successor, the Lisbon Treaty, were attempts to design an EU apparatus that is more suited to an efficient 27-member organisation, whilst the Lisbon Strategy was designed to make the EU more competitive in terms of high-tech innovation and industries. For supporters of integration, unless the process maintains momentum, Europe will become uncompetitive with respect to developed and developing nations, and risks going through another period of euro-sclerosis. Thus, even if it means the emergence of a “two speed Europe”, continuing integration is both necessary and desirable. Further integration will also allow the EU to play a greater role on the world political stage, whilst also addressing security and environmental issues. Many believe that the present euro-zone crisis can only be addressed through further economic integration.</p> <p>A contrary view is that a “one size fits all” approach is increasingly impractical in an expanded EU. Recent referendums have demonstrated that greater integration is unpopular with ordinary people, even in countries perceived to be pro-European, and that further integration means the loss of control over policy areas that ought to be the province of the nation state (e.g. policing). This has led to the perception that EU integration is damaging national sovereignty and democracy and has increased support for euro-sceptics. It has also led to support for the concept of subsidiarity. Nation states are still able to compete economically and politically at a global level.</p>	
AO1	Knowledge and understanding
<i>Level 3</i> (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> • Ability to analyse and explain the perspective of those who advocate the need for an “ever-closer” Europe to be based on maintaining momentum • Ability to analyse and explain the euro-sceptic position 	
<i>Level 3</i> (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 2</i> (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 1</i> (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
AO2	Synoptic skills
<i>Level 3</i> (9-12 marks)	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
<i>Level 2</i> (5-8 marks)	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
<i>Level 1</i> (0-4 marks)	Limited ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions

AO3	Communication and coherence
<i>Level 3</i> (7-9 marks)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 8	'EU membership has seriously undermined the UK Parliament.' Discuss.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Candidates should be able to outline the constitutional importance of Parliament in the UK, and the extent to which euro-sceptics perceive its sovereign position to have been eroded. This concerns its ability to make laws and determine political policy. In particular, policy areas such as agriculture, trade, regulation and environment have moved away from parliament. The issue of sovereignty is seen as a zero-sum game.</p> <p>Candidates should also be able to make the case that pooled sovereignty does not necessarily mean loss of sovereignty, but can be seen as a positive-sum game, so that parliament is more able to rule effectively in various policy areas such as crime, environment and finance. In addition, parliament can insist on opt-outs, the retention of the veto, and ultimately has the ability to withdraw from the EU.</p> <p>In addition, candidates may consider the ways in which the legislature has not been a leading policy-making body in recent decades anyway, so the impact of the EU has only been marginal on Parliament. The executive plays a major role in both the UK and in EU decision-making, so more laws being made in the EU can be seen as having only a marginal impact on Parliament.</p>	
AO1	Knowledge and understanding
<i>Level 3</i> (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

AO2	Intellectual skills
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> • Ability to analyse and explain the Euro-sceptic view of the effect of EU membership on Parliament • Ability to analyse and explain whether Parliament has ever been significant enough to be substantially affected by EU membership • Ability to analyse and explain the pro-European view of the effect of EU membership on Parliament 	
<i>Level 3</i> (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 2</i> (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<i>Level 1</i> (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
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<i>Level 3</i> (9-12 marks)	Good or better ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
<i>Level 2</i> (5-8 marks)	Sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
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<i>Level 2</i> (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
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