

Mark Scheme (Results)

Summer 2015

Pearson Edexcel GCE in
Government & Politics (6GP04/4A)

Paper 4A: EU Political Issues

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Question Number	Question
1.	What is meant by 'pooled sovereignty', and why has it been controversial?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Pooled sovereignty refers to the sharing of decision-making powers between states in systems of international cooperation, and specifically within the EU, although not in areas where the veto remains. Candidates may cite specific examples such as the powers of the European Commission and the use of Qualified Majority Voting</p> <p>Ways in which pooled sovereignty has been controversial <u>may</u> include:</p> <ul style="list-style-type: none"> • It can be seen as contradictory to national sovereignty – for example under QMV member states can be outvoted in key areas of national interest. • Pooled sovereignty was not an original aspect of the EEC, which was portrayed primarily as a free trade zone, and Euro-sceptics claim that it was introduced 'through the back door' and expanded as a step towards a federal Europe. • Some argue that sovereignty is not pooled equally with some countries, due to their size or economic power, having a much higher degree of influence. • Many of the institutions that exercise pooled sovereignty – such as the European Commission - are not seen as democratically accountable. • Pooled sovereignty is based on the false assumption that EU countries have a common culture and social model and that one size fits all – in reality it has been used to suppress national differences under the guise of 'harmonisation'. <p>Stronger responses should cite examples of specific policy areas where the pooling of sovereignty has been controversial such as CAP, border controls, or ECB control of interest rates.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • A limited understanding of the nature of pooled sovereignty. • A limited understanding of the reasons pooled sovereignty has been controversial. <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • A clear understanding of the nature of pooled sovereignty. • A clear understanding of the reasons pooled sovereignty has been controversial. 	

LEVELS	DESCRIPTORS
<p>Level 3 (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p>Level 1 (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

Question Number	Question
2.	Assess the main criticisms of the Common Agricultural Policy
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p data-bbox="225 309 1503 421">Candidate should demonstrate an understanding that the CAP is an important part of EU policy but has been an on-going source of controversy with several attempts at reform.</p> <p data-bbox="225 454 754 488">Criticisms of the CAP <u>may</u> include:</p> <ul data-bbox="225 495 1503 1200" style="list-style-type: none"> <li data-bbox="225 495 1503 562">• The cost which represents the single largest part of the EU budget <u>however</u> this has been falling from 71% in 1984 to an expected 39% in 2013. <li data-bbox="225 568 1503 703">• The economic impact by preventing market forces from properly operating as they do in other sectors and protecting 'inefficient farmers' <u>however</u> allowing the agricultural industry to 'fail' and be replaced by cheaper imports from outside the EU carries much higher risks than in other sectors. <li data-bbox="225 710 1503 882">• That it particularly favours the original members of the EU, especially France, having been set up specifically to fit with their agricultural model, in exchange for industrial policies that favour Germany. British farmers on the other hand benefit much less <u>however</u> this was partly reflected in the British rebate, and reforms have gradually reduced this advantage. <li data-bbox="225 889 1503 1023">• That it is hypocritical since new members of Eastern and Central Europe receive less benefit from the CAP <u>however</u> this showed an element of realism, with other policies too not being fully extended to new members, and direct payments to farmers in these countries are now being phased in. <li data-bbox="225 1030 1503 1200">• The environmental impact, since it was seen for a long period of time as promoting intensive farming techniques by providing guaranteed prices <u>however</u> the replacement in the 1990's of guaranteed prices with subsidies, and the encouragement of "set-asides", has had significant benefits for wildlife and the environment. <p data-bbox="225 1236 1503 1303">Other criticisms may be discussed but there must be some attempt at assessment to reach Level 3.</p> <p data-bbox="225 1346 1318 1379">A threshold Level 2 response will typically exhibit the following features:</p> <ul data-bbox="225 1386 1503 1453" style="list-style-type: none"> <li data-bbox="225 1386 1503 1420">• A limited understanding of the criticisms of the Common Agricultural Policy. <li data-bbox="225 1426 1503 1453">• A limited understanding of the responses to those criticisms. <p data-bbox="225 1489 1318 1523">A threshold Level 3 response will typically exhibit the following features:</p> <ul data-bbox="225 1529 1503 1597" style="list-style-type: none"> <li data-bbox="225 1529 1503 1563">• A clear understanding of the Common Agricultural Policy. <li data-bbox="225 1570 1503 1597">• A clear understanding of the responses to those criticisms. <p data-bbox="225 1632 1318 1666">A threshold Level 3 response will typically exhibit the following features:</p>	

LEVELS	DESCRIPTORS
<p>Level 3 (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p>Level 1 (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

Question Number	Question
3.	Why has the Lisbon Treaty been controversial?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Candidates should show an awareness of the significance of the Lisbon Treaty, and the debate surrounding its adoption. They may approach the treaty from the point of view of either perceived excesses and/or inadequacies. Candidates may also discuss the view that the controversy primarily related not to the treaty itself but to the draft EU constitution, and the question of whether the treaty was the constitution 'under another name'.</p>	
<p>Criticisms that the treaty provided for excessive integration may include:</p> <ul style="list-style-type: none"> • It also established or updated powerful individual posts including the full-time President of the European Council (often termed the 'President of the EU' in the media) and the High Representative for Foreign Affairs. • By further extending EU powers in several areas, and reducing the veto, the treaty cemented the role of the EU as a federal super-state, effectively giving the treaty equivalent status to the US Constitution. • It dealt with areas traditionally considered to be part of a constitution including increased powers to the EU's Parliament, courts and 'central government', and making the Charter of Human Rights legally binding (like a 'Bill of Rights'). 	
<p>Criticisms that the treaty was weak or watered down may include:</p> <ul style="list-style-type: none"> • It continues to allow opt-outs for a wide variety of issues such as human rights and foreign policy, and has very little impact on areas like defence, policing or taxation etc. • It failed to tackle fundamental criticisms of the EU such as the lack of accountability within the Commission, the convoluted policy making processes and the size of the budgets. • It added little value in that it did not replace earlier treaties but merely streamlined and simplified processes which were designed for a club of six but have been used for a club of twenty-seven. 	
<p>The criticism that in many states, including Britain, the treaty was pushed through without referendum is also creditable.</p>	
<p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • A limited understanding of the provisions of the Lisbon Treaty. • A limited understanding of the reasons the Lisbon Treaty was controversial. 	
<p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • A clear understanding of the provisions of the Lisbon Treaty. • A clear understanding of the reasons the Lisbon Treaty was controversial. 	

LEVELS	DESCRIPTORS
<p>Level 3 (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p>Level 1 (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

Question Number	Question
4.	How significant is the post of the High Representative for Foreign Affairs and Security Policy?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Candidates should be aware that the position of High Representative was established to give the EU a more effective voice in foreign affairs, compared to the previous arrangement when various post-holders had foreign policy responsibilities.</p> <p>Arguments that suggest the High Representative is significant <u>may</u> include:</p> <ul style="list-style-type: none"> • The position puts a 'face' to EU foreign policy, mirroring the foreign ministers of countries, and allowing clearer negotiation with other states and organisations. • The post has a large budget and dedicated staff to support the officeholder's work. • This post will bring greater coherence to policy-making and encourage countries to adopt a common approach, or at least to work to reduce differences. • Baroness Ashton's actions in response to the 2010 Haiti earthquake saw the first genuine coordination between all the various EU foreign policy actors and the European Council President played a lesser role than would have occurred pre-Lisbon. <p>Arguments that suggest the High Representative is of less significance <u>may</u> include:</p> <ul style="list-style-type: none"> • The post has little direct power or mandate - initiatives still come from the commission, and voting on foreign affairs will continue to be on the basis of unanimity with veto. • There is uncertainty as to the precise role of the post-holder. There is still some overlap with other post-holders (EU Commissioners for Development and Enlargement) and alternative conceptions of the post as either policy leader or consensus-builder. • The first post-holder, Baroness Ashton, who will shape its character, has no previous foreign affairs experience and a relatively low profile. This could be evidenced by her lack of public involvement in various issues such as North Korea and the Arab Spring. • The post has little of the apparatus and support given to national foreign ministers – EU embassies and diplomatic staff are minimal and there is no guarantee that member states will provide military backing to policy if needed. <p>Arguments as to wider significance beyond the post itself, in that the post arguably represents (or does not represent) a move towards greater federalism, are also creditable.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • A limited understanding of the role of the High Representative. • Limited understanding of the arguments for and against their significance, or clear understanding of one side of the debate. 	

A threshold Level 3 response will typically exhibit the following features:

- A clear understanding of the role of the High Representative.
- A clear understanding of the arguments for and against their significance.

LEVELS	DESCRIPTORS
Level 3 (11-15 marks)	Good to excellent: <ul style="list-style-type: none">• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.• ability to analyse and explain political information, arguments and explanations.• ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 (6-10 marks)	Limited to sound: <ul style="list-style-type: none">• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.• ability to analyse and explain political information, arguments and explanations.• ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 (0-5 marks)	Very poor to weak: <ul style="list-style-type: none">• knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.• ability to analyse and explain political information, arguments and explanations.• ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

Question Number	Question
5.	Why has the Labour party broadly favoured a pro-EU stance in recent years?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Candidates should demonstrate awareness that the Labour Party is broadly united in favour of continuing EU membership, albeit with some reform. Some candidates may make reference to Euro-scepticism pre-1975 (or 1983), and to elements of the party that are sceptical, but this is not the focus of the question and should be purely comparative.</p> <p>Reasons for this stance <u>may</u> include:</p> <ul style="list-style-type: none"> • The EU has become increasingly interested in social policy and workplace rights, and has proved to be a driving force for advancing improved working conditions in the UK. This led the trade unions, still influential within Labour and once hostile towards the EC a "capitalist club", to change their position and adopt a broadly pro-EU approach. • Labour has generally taken an internationalist, as opposed to nationalist, stance in terms of cooperation, aid, human rights etc. • European governments tend to favour a 'bigger state' approach which traditionally appeals to Labour. Even national governments that are notionally centre right, such as Sarkozy or Merkel, could be seen to have broadly similar policies to Labour post-1994. • Under Blair the EU became more strongly seen as a way to boost economic growth to the UK's 'knowledge economy' via single market and the flexible labour market. • Politically speaking it could be argued that a broadly pro-EU stance became part of the mainstream political consensus in the UK with little viable alternative, at least until recently, or alternatively that it suited Labour to emphasise a pro-European approach to provoke a sharp contrast with the more divided Conservative party. <p>Very recent policy, including the shift to a pro-referendum position, is creditable if used with the context why the Labour party remains broadly EU.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • A limited understanding of Labour policy towards the EU. • A limited understanding of the reasons why Labour has been broadly pro-EU. <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • A clear understanding of Labour policy towards the EU. • A clear understanding of the reasons why Labour has been broadly pro-EU. 	

LEVELS	DESCRIPTORS
<p>Level 3 (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p>Level 1 (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

Question Number	Question
6.	To what extent has EU membership transformed the UK Constitution?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Candidates should show awareness of the competing views on the extent to which EU membership has affected the UK constitution, with specific reference made to recent treaties and developments.</p>	
<p>Arguments advanced in support of the premise of the question <u>may</u> include:</p> <ul style="list-style-type: none"> • Membership has effectively rendered parliamentary sovereignty meaningless, with claims that the majority of laws are now passed by the EU rather than Parliament. • The ECJ has replaced the House of Lords/Supreme Court as the highest UK court. • Each treaty has progressively extended the policy areas over which the EU has competence, thus further infringing sovereignty. • The increasing use of QMV has reinforced this, causing British influence to wane over time, particularly after the 2004 enlargement. • The EU has now effectively adopted the trappings of a state including a President and Foreign Minister and a constitution 'in all but name' as well as a Parliament and combination bureaucracy/government. • By emphasising the important of Regions within member states the EU has further undermined the principle of 'The unitary State' 	
<p>Arguments advanced against the premise of the question <u>may</u> include:</p> <ul style="list-style-type: none"> • EU membership has not fundamentally affected parliamentary sovereignty, as EU regulations are reviewed by Parliamentary committees and the UK can, ultimately, withdraw from the EU. • Sovereignty has been pooled rather than lost, which is in the UK's national interest in an era of growing globalisation – arguably much of the 'standardisation' would have been required in any case. • Only a small minority of judicial rulings are actually made by the ECJ (the remainder being made in a traditional fashion by the UK courts). • Elected representatives from the UK contribute to EU policy-making, and on matters relating to tax, foreign affairs and defence the UK has a veto in the Council. • The UK still retains clear constitutional distinctions with much of Europe – such as parliamentary government, a constitutional monarchy and an unelected second chamber. 	
<p>The forthcoming renegotiations by the Conservative government may be used as an argument on either side – either to illustrate the level of change now needing to be mitigated, or to argue that if negotiation is possible the change cannot have been 'fundamental'.</p>	
<p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of specific impacts of the EU on the UK constitution. • Limited understanding of the ways in which the EU could be seen to have transformed the UK constitution and the ways in which this could be challenged, or clear understanding of one side of the debate. 	

A threshold Level 3 response will typically exhibit the following features:

- Clear understanding of specific impacts of the EU on the UK constitution.
- Clear understanding of the ways in which the EU could be seen to have transformed the UK constitution and the ways in which this could be challenged.

A01	Knowledge and understanding
Level 3 (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
A02	Intellectual skills
Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations

A02	Synoptic skills
Level 3 (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Limited to 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
Level 1 (0-4 marks)	Very poor to weak 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
A03	Communication and coherence
Level 3 (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

Question Number	Question
7.	'The Council of Ministers remains the most influential body in the European Union.' Discuss.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Candidates should demonstrate awareness of the nature and role of the Council of Ministers as an indirectly elected body drawn from the Ministers of member states. They should further be able to compare and contrast its influence with that of other EU institutions.</p> <p>Arguments advanced in support of the premise of the question <u>may</u> include:</p> <ul style="list-style-type: none"> • The Council effectively has a veto on most policy decisions, under co-decision. • The European Parliament must be consulted on policy but, in practice, the Council's position generally prevails over that of the Parliament. • The Council has an effective apparatus for preparing and coordinating national responses to policy proposals. • The Council contains the elected representatives of all member nations and is where the key inter-ministerial negotiations take place. • The Commission is mainly limited to making policy proposals and to implementing them – they cannot direct the Council. <p>Arguments advanced against the premise of the question <u>may</u> include:</p> <ul style="list-style-type: none"> • The council is too unwieldy for serious policy discussion and therefore much real negotiation goes on outside of it, between ministers from the larger member states. • Much of the real policy formulation goes on in other institutions such as the Commission and Parliament. The Council is only the final ratification. • The European Parliament has gained extended powers of co-decision under the Lisbon Treaty, becoming the legal equal of the Council in almost all EU legislation. • The Commission initiates, and therefore shapes, policy. It remains closely involved in all discussions that take place while proposals are being debated by other bodies • The Commission also has responsibility for specific areas of foreign policy (especially trade) and negotiations with applicant states. The creation of a permanent President of the European Council and High Representative reinforces this dominance. • The Commission and ECJ implement/enforce policy and without them the Council's decisions would be meaningless. <p>Discussion of other institutions without directly contrasting them to the Council of Ministers will only receive limited credit.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of the nature and role of the Council of Ministers. • Limited understanding of the ways in which the Council of Ministers could be seen to be the most influential body in the EU and the ways in which this could be challenged, or clear understanding of one side of the debate. 	

A threshold Level 3 response will typically exhibit the following features:

- Clear understanding of the nature and role of the Council of Ministers.
- Clear understanding of the ways in which the Council of Ministers could be seen to be the most influential body in the EU and the ways in which this could be challenged.

A01	Knowledge and understanding
Level 3 (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
A02	Intellectual skills
Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
A02	Synoptic skills
Level 3 (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Limited to 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

Level 1 (0-4 marks)	Very poor to weak 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
A03	Communication and coherence
Level 3 (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

Question Number	Question
8.	To what extent has the Single Market proved to be a success?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Candidates should demonstrate an awareness that the advantages and disadvantages of the Single Market tend to mirror each other.</p> <p>Arguments advanced in support of the Single Market <u>may</u> include:</p> <ul style="list-style-type: none"> • The free movement of people has greatly enhanced tourism and opened new employment and educational opportunities across the continent. • The free market in goods has made companies more competitive. • The free market has standardised products and regulation making it easier for consumers to be protected and to access a wider range of products. • The free movement of financial services has made those services more accessible to a greater proportion of the population and cheaper. • The Single Market paved the way for monetary union and the single currency which is argued to have several advantages. <p>Arguments advanced against the Single Market <u>may</u> include:</p> <ul style="list-style-type: none"> • It has led to substantial migration from poorer EU countries to wealthier ones, leading to tensions. • By emphasising competition it has led to the loss of jobs from those who could not adapt quickly enough, often in regions that already suffer high unemployment. • Standardisation has been at expense of national identity and sovereignty (for example the compulsory use of the metric system). • Regulation has not kept pace with developments leading to an 'excess of capitalism'. • The success of monetary union could be questioned in light of the Eurozone crisis, and in particular developments in Greece and other 'PIGS' nations. The backlash in some of those countries against standardised centralised responses may also be cited. <p>Candidates may also discuss the fact that the Single Market has gradually expanded its influence to encompass a greater number of countries which could be considered to have both reinforced its existing strengths and exacerbated existing weaknesses.</p> <p>Candidates will only be credited for discussions of other areas of economic policy, such as monetary union, insofar as they directly relate to the Single Market.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Limited understanding of the nature and development of the Single Market. • Limited understanding of the ways in which the Single Market could be seen to have been a success and the ways in which this could be challenged, or clear understanding of one side of the debate. <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Clear understanding of the nature and development of the Single Market. • Clear understanding of the ways in which the Single Market could be seen to have been a success and the ways in which this could be challenged. 	

A01	Knowledge and understanding
Level 3 (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
A02	Intellectual skills
Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
A02	Synoptic skills
Level 3 (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Limited to 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
Level 1 (0-4 marks)	Very poor to weak 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

A03	Communication and coherence
Level 3 (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

SUMMARY A2 MARKING GRIDS

These grids should be used in conjunction with the fuller Level descriptors.

PART A - SHORT QUESTIONS (15 marks)

Level 3	Excellent	15
	Very good	13-14
	Good	11-12
Level 2	Sound	10
	Basic	8-9
	Limited	6-7
Level 1	Weak	4-5
	Poor	2-3
	Very poor	0-1

PART B – ESSAY QUESTIONS (45 marks)

<i>A01 / A02 / Synopticity</i>	
Level 3 (Good to excellent)	9-12
Level 2 (Limited to sound)	5-8
Level 1 (Very poor to weak)	0-4

<i>A03</i>	
Level 3 (good to excellent)	7-9
Level 2 (Limited to sound)	4-6
Level 1 (Very poor to weak)	0-3

