

# Mark Scheme (Results) January 2010

GCE

GCE Government & Politics (6GP04)  
Paper 4A EU Political Issues

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January 2010

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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	To what extent has EU membership influenced the strategies adopted by UK pressure groups?
Indicative content (this is not an exhaustive account of relevant points)	
<p>Candidates should demonstrate an awareness that pressure groups have historically concentrated on Whitehall as the most important source of policy-making but that EU membership have opened up new possibilities. To make the most of these opportunities, pressure groups should have:</p> <ul style="list-style-type: none"> <li>• Opened offices in Brussels to be close to the Commission and Council of Ministers</li> <li>• Had to learn coalition-building in order to work with partners from other member states</li> <li>• Acted proactively to create policy or push the EU in new directions (eg business interests championing the single market in the 1980's)</li> <li>• Worked with EU institutions to advise on policy</li> <li>• Acted as whistle-blowers against the government when EU policies they favour have not been enacted</li> </ul> <p>However, it is not clear that UK pressure groups have mastered these strategies, especially coalition-building with groups from other member states.</p>	
AO1	Knowledge and understanding
Level 3 (4-5 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (2-3 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-1 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>A02</b>	<b>Intellectual skills</b>
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> <li>• Ability to recognise the strategies needed to make use of the EU as an access point to policy-making</li> <li>• Ability to analyse the effectiveness of UK pressure groups in mastering these strategies</li> </ul>	
Level 3 (5-7 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 2 (3-4 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 1 (0-2 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<b>A03</b>	<b>Communication and coherence</b>
Level 3 (3 mark)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (2 mark)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-1 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

<b>No. 2</b>	<b>What have been the benefits of monetary union?</b>
<b>Indicative content (this is not an exhaustive account of relevant points)</b>	
<p>Candidates should demonstrate an awareness that a range of benefits have been claimed for the Euro, including:</p> <ul style="list-style-type: none"> <li>• Monetary stability: countries can no longer engage in competitive devaluations to support their export-led companies</li> <li>• Greater price transparency, promoting competition and reducing the cost of living</li> <li>• Greater convenience for travellers and reduced transaction costs for both tourists and businesses as a result of not having to change currencies</li> <li>• The strengthening of European businesses which, having to compete in a single-currency area, have become more robust competitors on the world stage</li> </ul>	
<b>AO1</b>	<b>Knowledge and understanding</b>
Level 3 (4-5 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (2-3 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-1 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>A02</b>	<b>Intellectual skills</b>
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> <li>• Ability to explain the reasons that the Liberal Democrats have been supportive of the EU</li> <li>• Ability to explain that there have been signs of a change of tone, although there have been few policy changes in respect of the EU</li> </ul>	
Level 3 (5-7 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 2 (3-4 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 1 (0-2 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
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No. 3	How much influence does the European Parliament have in EU policy-making?
Indicative content (this is not an exhaustive account of relevant points)	
<p>Answers should demonstrate an awareness of the changing, and developing, role of the European Parliament in policy-making as shown by the following:</p> <ul style="list-style-type: none"> <li>• The historical lack of significance of the EP</li> <li>• The growth of the EP's influence through the 'co-operation' procedures, followed by 'co-decision'</li> <li>• The EP's right to dismiss the entire Commission, but not individual Commissioners</li> <li>• However, the Council can still over-ride the Parliament if the two cannot find common ground</li> <li>• Thus, more powerful than in the past, but still subsidiary to the Council</li> </ul>	
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Level 3 (4-5 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
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Level 1 (0-1 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>A02</b>	<b>Intellectual skills</b>
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> <li>• Ability to explain the ways in which the policy-making</li> <li>• Ability to analyse its current level of influence in policy-making</li> </ul>	
Level 3 (5-7 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 2 (3-4 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
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<b>No. 4</b>	<b>To what extent has EU integration been extended into the area of Foreign and Security Policy?</b>
<b>Indicative content (this is not an exhaustive account of relevant points)</b>	
<p>States should demonstrate an awareness that limited progress has been made in establishing the Common Foreign and Security Policy. The apparatus of the CFSP has been set up, however in practical terms, especially in security issues, co-operation has been poor as illustrated by the following:</p> <ul style="list-style-type: none"> <li>• Member states did not adopt a common position on the invasion of Iraq</li> <li>• There has been some, largely cosmetic, integration of armed forces across borders</li> <li>• The UK and some partners (such as Poland) emphasise their links with the USA</li> <li>• Foreign policy has not even been unified in relation to diplomacy, such as the recognition of Kosovo</li> </ul>	
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Level 3 (4-5 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (2-3 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-1 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>A02</b>	<b>Intellectual skills</b>
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> <li>• Ability to demonstrate understanding of the aims of the CFSP</li> <li>• Ability to explain, in outline, the lack of progress</li> </ul>	
Level 3 (5-7 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 2 (3-4 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 1 (0-2 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
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Level 3 (3 mark)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (2 mark)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-1 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 5	<b>Does the Council of Ministers effectively protect the national interests of the member states?</b>
<b>Indicative content (this is not an exhaustive account of relevant points)</b>	
<p>Candidates are expected to explain why, in principle, the Council ought to be an effective defender of national interest. It is:</p> <ul style="list-style-type: none"> <li>• The final arbiter of EU policy and operates on an intergovernmental basis</li> <li>• Supported by COREPER which monitors all EU developments on the same intergovernmental basis</li> </ul> <p>However, candidates are also expected to explain the limitations of the Council in defending national interests, including:</p> <ul style="list-style-type: none"> <li>• The agenda for Council meetings are set by the state holding the presidency of the EU and aims to see its priorities met</li> <li>• Decisions are reached, whenever possible, by consensus, which requires compromise</li> <li>• If consensus cannot be reached, decisions are taken on the basis of QMV which means that the interests of an isolated country cannot be defended</li> </ul>	
<b>AO1</b>	<b>Knowledge and understanding</b>
Level 3 (4-5 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (2-3 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-1 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>A02</b>	<b>Intellectual skills</b>
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> <li>• Ability to analyse and explain the factors that make the Council an effective defender of national interests</li> <li>• Ability to analyse and explain the factors that make the Council an ineffective defender of national interests</li> <li>•</li> </ul>	
Level 3 (5-7 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 2 (3-4 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 1 (0-2 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<b>A03</b>	<b>Communication and coherence</b>
Level 3 (3 mark)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (2 mark)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-1 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

<b>No. 6</b>	<b>advantages of the Single Market outweigh its disadvantages.’ Discuss.</b>
<b>Indicative content (this is not an exhaustive account of relevant points)</b>	
<p>Candidates should demonstrate an awareness that the advantages and disadvantage of the Single Market tend to mirror each other. Issues they could be expected to discuss include: :</p> <ul style="list-style-type: none"> <li>• The free movement of people has greatly enhanced tourism and opened new employment and educational opportunities across the continent but it has also led to substantial migration from poorer EU countries to wealthier ones, leading to tensions.</li> <li>• The free market in goods has made companies more competitive (in the face of competition from across Europe) but in reducing costs, or failing to survive, this process has led to the loss of jobs, often in regions that already suffer high unemployment</li> <li>• The free movement of financial services has made those services more accessible to a greater proportion of the population and cheaper but regulation has not kept pace with developments</li> <li>• New opportunities have arisen in all areas of the economy but they have been at the expense of sovereignty (with the use of QMV) and symbols of nationhood (such as imperial measurements)</li> </ul>	
<b>AO1</b>	<b>Knowledge and understanding</b>
Level 3 (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>AO2</b>	<b>Intellectual skills</b>
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> <li>• Ability to analyse and explain the advantages of the Single Market</li> <li>• Ability to analyse and explain the disadvantages of the Single Market</li> <li>• Ability to evaluate the strengths and weaknesses of the arguments</li> </ul>	

Level 3 (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 2 (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 1 (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<b>A02</b>	<b>Synoptic skills</b>
Level 3 (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
Level 2 (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
Level 1 (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
<b>A03</b>	<b>Communication and coherence</b>
Level 3 (7-9 marks)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 7	To what extent has EU enlargement slowed down the process of deeper integration?
Indicative content (this is not an exhaustive account of relevant points)	
<p>Candidates should demonstrate an understanding that for some (eg UK Conservatives) support for expansion has been linked to diverting attention and energy from greater integration. However, are these two types of development always in opposition to each other?</p> <p>Conditions that they are not include:</p> <ul style="list-style-type: none"> <li>• The period of “eurosclerosis” in the 1960’s was not associated with expansion</li> <li>• Conversely, the surge in integrationist developments from the mid-1980’s to the mid-1990’s coincided with expansion</li> <li>• Enlargement has not had an adverse effect on the most important integrationist policy of recent years, monetary union</li> </ul> <p>There are many indications, however, that expansion does slow integration, such as:</p> <ul style="list-style-type: none"> <li>• Preparations for the eastward expansion of 2004 clearly affected the treaties of Amsterdam and Nice, which were intended to have an integrationist agenda but were limited to administrative adjustments to facilitate enlargement</li> <li>• The two most recent enlargements have required time and resources to bring new members to the economic level of existing member states</li> <li>• They have also affected the political priorities of the EU (especially in relation to Russia)</li> <li>• With a membership of 27 states, the EU has had great difficulties in reforming its systems to take account of larger membership</li> <li>• Has been seen as an unwelcome development in this respect by more ‘integrationist’ countries and a reason to limit further integration (especially Turkey)</li> </ul>	
AO1	Knowledge and understanding
Level 3 (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>AO2</b>	<b>Intellectual skills</b>
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> <li>• Ability to analyse and explain the evidence that there is a tension between enlargement and integration</li> <li>• Ability to analyse and explain the evidence that there is a tension between enlargement and integration</li> <li>• Ability to weigh the evidence</li> </ul>	
Level 3 (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 2 (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 1 (0-4 marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<b>AO2</b>	<b>Synoptic skills</b>
Level 3 (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
Level 2 (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
Level 1 (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

A03	Communication and coherence
Level 3 (7-9 marks)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (4-6 marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-3 marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 8	<b>Labour and Conservative policies on the EU have grown increasingly similar.’ Discuss.</b>
<b>Indicative content (this is not an exhaustive account of relevant points)</b>	
<p>Answers should demonstrate that the official policies of the Labour and Conservative parties on the EU are substantially different in a variety of ways, including:</p> <ul style="list-style-type: none"> <li>• The rhetoric on the EU - with the Conservatives characterising the EU as a threat to the UK while the tone of Labour is much more positive</li> <li>• Labour officially favours entry to the Euro while Conservatives do not</li> <li>• Labour favours the Lisbon Treaty while the Conservatives oppose it.</li> </ul> <p>However, in practice, the positions of Labour and Conservatives in government are more similar as shown by:</p> <ul style="list-style-type: none"> <li>• The agreements signed by the Conservatives, even when sovereignty has been surrendered/pooled, such as the Single Market and Maastricht.</li> <li>• The Labour government taking no steps to actually join the Euro</li> <li>• The emphasis of Labour Prime Ministers on ‘red lines’ in EU negotiations and Gordon Brown’s solitary signing of the Lisbon Treaty</li> <li>• Britain prioritising relationships with the USA over the EU under the leadership of both parties</li> </ul> <p>Thus there is a case for arguing that the UK has been consistently an ‘awkward partner’ whichever party has been in power.</p>	
<b>A01</b>	<b>Knowledge and understanding</b>
Level 3 (9-12 marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates

<b>AO2</b>	<b>Intellectual skills</b>
<p>The skills that are relevant to this questions are:</p> <ul style="list-style-type: none"> <li>• Ability to explain and analyse the official policies of both parties in respect of the EU</li> <li>• Ability to evaluate the extent to which the parties' policies have been different in practice</li> </ul>	
Level 3 (9-12 marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 2 (5-8 marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
Level 1 (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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A03	Communication and coherence
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