

# Mark Scheme Summer 2009

GCE

## GCE AS level Government and Politics (8GP01)

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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.

## 6GP01 Mark Scheme

Question number	Question
1.(a)	What is meant by pluralism?
Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge.</i> )	
<p>Pluralism relates to the diversification and distribution of power within the political system. It can be said to have the following features:</p> <ul style="list-style-type: none"> <li>• It supposes a wide dispersal of power along various avenues and channels.</li> <li>• There is no concentration of power in narrow sectional elites. Pluralism can be seen as the opposite of elitism.</li> <li>• Pluralism in a political sense encourages and welcomes open debate between competing groups in society.</li> <li>• Citizens can be represented not via a single representative but through group membership, this can be multiple membership of differing groups.</li> <li>• Many pressure groups will have opposing and competing groups.</li> <li>• All the above groups have power and equal access to the political process.</li> <li>• Pluralism allows minorities to have political power and this can be associated with a multicultural society.</li> </ul>	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> <li>• 1 mark for each feature accurately identified.</li> <li>• An additional 2 marks for a more detailed or developed description <i>of a particular feature</i> which shows expansive, comprehensive knowledge and understanding.</li> <li>• Candidates who only describe multiculturalism in generic terms with no reference to the diversification and distribution of power cannot gain more than 3 marks.</li> </ul>	

Question number	Question
1.(b)	Why is it sometimes difficult to distinguish between pressure groups and political parties?
AO1	Knowledge and understanding
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points.</i> )	
<p>Pressure groups and political parties share some similarities which may at times render a distinction difficult, this may occur as a result of the fact that:</p> <ul style="list-style-type: none"> <li>• some pressure groups like political parties have developed ideas and policies on a wide range of issues and thus may be seen as a 'one-stop shop' for political participation, a role normally associated with political parties</li> <li>• some pressure groups become so closely associated with governmental policy and discussion that this raises or changes their perceived status. A good example would be the NFU</li> <li>• often political parties with narrow and distinctive policy ranges resemble pressure groups. UKIP and the BNP are seen as typical of this category</li> <li>• pressure groups can and do contest elections. This can be at by-elections or in a general or local election. Although not serious contenders for governmental office, the election is used more as a means to gain publicity</li> <li>• political parties can and do emerge from wider social movements: the Labour Party emerged from the Trade Union Movement, the Green Party from within the environmental movement</li> <li>• popularity and prestige of both pressure groups and parties are dependent on public approval; success for both depends on both articulating and responding to the mood of the nation.</li> </ul>	
Level 1 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-4 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 3 5-7 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

AO2	Intellectual skills
Intellectual skills relevant to this question:	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the various ways in which political parties and pressure groups have overlapping credentials.</li> <li>• Ability to evaluate the extent and range of the distinction.</li> </ul>	
Level 1 1 Mark	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 2 Marks	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 3 3 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

Question number	Question
1.(c)	To what extent have pressure groups become more important in recent years?
AO1	Knowledge and understanding
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points.</i>)</b>	
<p>Pressure groups have been part of the political scene for decades. Without doubt they play an important role in the political process. There is evidence that they have become more important, but also that they have declined in importance. Some may also consider that that their importance has been constant.</p> <ul style="list-style-type: none"> <li>• Evidence that pressure groups are more important could begin with their growth in number and diversity. Pressure groups have easier means of forming and then communicating their message. The internet has facilitated this. It has become easier to alert the public and pressure group members. One example of this was the encouragement by the Automobile Association and RAC to petition on the Government web site against the introduction of road pricing. This swift action served to show to the government that it had to re-think plans in that area. Hence on this basis communication improvement may have made pressure groups more important.</li> <li>• Linked to this is the increased profile which the media may give to some pressure groups, an increased profile which makes the groups more important. Popular issues catch and make the headlines. 'Make Poverty History' was one such example.</li> <li>• It may also be argued that the growth of government activity covering more aspects of citizens' lives has made pressure group activity more important. When in difficulty or need the government seeks the specialist advice only available through pressure groups.</li> <li>• Others point out the fact that a more educated multi-cultural Britain turns to pressure groups rather than political parties to find a voice; ethnic minority pressure groups speak for a number of racial groups.</li> <li>• It may also be noted that the importance of certain groups reflects the age in which we live. Issues which were not on the agenda years ago are now at the forefront of politics. Issues such as the environment, gender issues and fuel costs to name but three. In these areas pressure groups, not political parties, make the running and lead in importance.</li> </ul> <p>The opposite view may argue that pressure groups are less important.</p> <ul style="list-style-type: none"> <li>• The ability to form and communicate may help but it may also hinder. As groups may form others may form in opposition, and thus negate any rising importance.</li> <li>• A lack of success may be apparent. The Countryside Alliance has not revoked or stopped the ban on hunting, the Stop the War Coalition did not prevent or end the Iraq war, the fuel protestors have not reduced the cost of fuel, Make Poverty History has not prevented world poverty etc.</li> <li>• Trade Union power has diminished and the numbers in them have fallen. It is argued that the 'star' of all pressure groups have fallen since the 1980s and the Conservative government and all governments since. Power has fallen more to the executive on one level and the global economy / events on the other.</li> </ul> <p>A contrasting position may be that pressure group importance is constant and</p>	

relative to the time and events which unfold. The political market place can only take a certain amount of pressure group politics and the more articulate and imaginative are the ones that capture the headlines and thus the news and success. The environmental disasters of the 80s were the reason for the rise in pressure groups, a situation continued by the rise in reported natural disasters. The rising cost of fuel is the momentum behind the fuel lobby. The removal of the ban on whaling is the cause in the rising importance of associated pressure groups. Events themselves dictate a rise or fall in importance.	
Level 1 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-5 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 3 6-8 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
AO2	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the importance of pressure groups in recent years.</li> <li>• Ability to evaluate the role and importance of pressure groups over time in the political system.</li> </ul>	
Level 1 0-3 Marks	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 4-5 Marks	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 3 6-9 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
AO3	<b>Communication and coherence</b>
The level and standard of the communication, the structure of the response and the clarity of the debate covered. Appropriate vocabulary in this question may include terms such as corporatism, elite groups policy formulation and other pertinent illustrative terminology.	
Level 1 0-2 Marks	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
Level 2 3-5 Marks	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 3 6-8 Marks	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.

Question number	Question
2.(a)	Define liberal democracy
Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge.</i> )	
<p>Liberal democracy is a type of democracy which combines both liberal and democratic features. Candidates may be credited if they identify detail on the 'democratic' features of this type such as free and fair elections, wide suffrage and the use of representatives to act on citizens' behalf etc.</p> <p>Candidates may be credited if they identify the 'liberal' elements associated with this type such as constitutionalism, checks and balances and the protection of individual freedom etc.</p>	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> <li>• 1 mark for a feature accurately identified.</li> <li>• An additional 2 marks for a more detailed or developed description <i>of a particular feature</i> which shows an expansive, comprehensive knowledge and understanding.</li> <li>• Candidates who only describe democracy in generic terms with no reference to the liberal element cannot gain more than 3 marks.</li> </ul>	

Question number	Question
2.(b)	Explain the main features of the UK's democratic system.
AO1	Knowledge and understanding
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points.</i>)</b>	
<p>The UK has a long tradition of democracy stretching back over time: certain clear features can be noted.</p> <ul style="list-style-type: none"> <li>• It is a representative democracy as opposed to a direct model.</li> <li>• There are regular, free and fair elections.</li> <li>• Parliament plays a central role as the apex of the democratic system, comprising of the Houses of Commons and Lords. Here decisions are reached on a majority basis.</li> <li>• As well as general elections for Parliament there are lower order elections for the devolved bodies and local government.</li> <li>• There are established rights and freedoms.</li> <li>• There is considerable toleration of differing viewpoints.</li> <li>• Pressure groups are seen as an integral part of the democratic system (pluralistic).</li> <li>• There are numerous political parties who contest elections.</li> <li>• The constitution, although un-codified, sets the parameters of the democratic system.</li> </ul>	
Level 1 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-4 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 3 5-7 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

AO2	Intellectual skills
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to evaluate and explain the main and significant features.</li> <li>• Ability to identify parallels/connections/similarities and differences between the UK's system of democracy and other models.</li> </ul>	
Level 1 1 Mark	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 2 Marks	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 3 3 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

Question number	Question
2.(c)	To what extent is there a 'democratic deficit' in the UK?
AO1	Knowledge and understanding
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points.</i>)</b>	
<p>Democracy in the UK has been accused or considered to be in 'deficit' for a number of reasons.</p> <ul style="list-style-type: none"> <li>• Declining turnouts at all levels of elections.</li> <li>• Wider political apathy which renders questionable the democratic framework.</li> <li>• A deficit in political education as the wider public lack interest and knowledge in the political system.</li> <li>• A lack of the widespread use of referendums for the whole UK.</li> <li>• The continuation of one House of Parliament, the House of Lords with undemocratic credentials.</li> <li>• An unfair voting system which creates an 'un-democratic' outcome for Westminster elections.</li> <li>• Pressure groups with 'elite' status who may pursue narrow sectional interests which disadvantage the majority of the population.</li> </ul> <p>However, it may be argued that there is not a 'democratic deficit' and that democracy is continually evolving to meet the needs of the population. The following may be cited:</p> <ul style="list-style-type: none"> <li>• Reforms have taken place to develop democracy such as devolution.</li> <li>• New systems of PR have been introduced.</li> <li>• Reform of the second chamber is underway.</li> <li>• Widespread pressure group membership and activity ensure that there is no 'democratic deficit'.</li> <li>• Human/civil rights are protected and have been developed.</li> <li>• Turnout, although not high, is in line with many other western democracies.</li> <li>• Popular and real choice exists at election times for the voting public.</li> <li>• Referendums have been held and their overuse could undermine their relevance.</li> </ul>	
Level 1 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-5 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 3 6-8 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

<b>AO2</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the alleged democratic deficit in the UK and consider its remit.</li> <li>• Ability to evaluate and make salient points concerning the question. Both aspects of the position will be discussed.</li> </ul>	
<b>Level 1 0-3 Marks</b>	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 4-5 Marks</b>	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 3 6-9 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>AO3</b>	<b>Communication and coherence</b>
The level and standard of the communication, the structure of the response and the clarity of the debate covered. Appropriate vocabulary in this question may include terms such as voter turnout, political choice, apathy and political renewal amongst other pertinent terminology.	
<b>Level 1 0-2 Marks</b>	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
<b>Level 2 3-5 Marks</b>	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 3 6-8 Marks</b>	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.

Question number	Question
3.(a)	What is the doctrine of the mandate?
Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge.</i> )	
<p>In a general sense the word mandate means that an individual or group has authority or permission to act, and that their actions are legitimate. From a political perspective the doctrine of the mandate has the following connotations.</p> <ul style="list-style-type: none"> <li>• A political mandate grants authority to the winning party at an election to form a government; this mandate may come from obtaining a majority of seats.</li> <li>• Following on from the above, the winning party has the mandate (or authority) to implement the policy options it outlined in its previous election manifesto.</li> <li>• It had been the Salisbury convention that the House of Lords should not and would not contest any policy set out in a winning party's manifesto but was at liberty to challenge the ruling party when it deviated with new policy options from its manifesto pledges, here arguing that no mandate on this undisclosed area was in existence.</li> <li>• The concept of the mandate has been extended to cover the fact that a government can have a mandate to carry out whatever actions it sees to be in the best interest of the state; this may be referred to as the 'doctor's mandate'.</li> </ul>	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> <li>• 1 mark for each feature accurately identified.</li> <li>• An additional 2 marks for a more detailed or developed description <i>of a particular feature</i> which shows an expansive, comprehensive knowledge and understanding.</li> </ul>	

Question number	Question
3.(b)	Explain the workings of three electoral systems used in the UK
AO1	Knowledge and understanding
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points.</i>)</b>	
<p>There are several electoral systems, which are in use in the UK.</p> <ul style="list-style-type: none"> <li>• Firstly there is the system of first past the post as used for Westminster elections and local government. This operates by victory being gained when the victor has one more vote than his or her nearest rival. This is a simple majority, it is not proportional. For Westminster MPs the constituency returns just one MP.</li> <li>• The Closed Party list is used for elections to the European Parliament. The UK is divided up into several large regions. Each of these regions returns more than one MP. Parties can put up as many candidates as there are seats available. The parties themselves determine who is on the list and the order in which they are ranked, hence the term 'closed' as opposed to 'open' lists. The electorate vote for a political party, not a candidate. Representation is calculated on pure percentage of the vote for seats. This method is acclaimed to be the most proportionate of all systems.</li> <li>• The AMS system is used for the devolved regions in Wales, Scotland and for the London Assembly. Essentially this system combines the existing first past the post system or simple plurality with a list element. The voter has two votes, one for the constituency candidate and a second vote for the regional list. This second vote is the one which carries the proportional element of this system. It does however produce two types of representative, one who emerges for the constituency and a second who comes through from the list without a constituency. The balance of constituency representatives and list representatives can and does vary.</li> <li>• A third proportional system is the single transferable vote or STV. Here the constituencies contain more than one MP, possibly up to 6 or 7. The voter ranks their preferences in numerical order. To become elected a representative has to reach a quota. This quota is calculated using the pre-determined formula calculated once all the votes are cast. The system is said to aim to avoid wasted votes. This system is used for the Northern Ireland Assembly at Stormont, elections for the European parliament in the province of Northern Ireland and more recently it has been introduced for local elections in Scotland.</li> <li>• For elections for the Mayor of London the Supplementary Vote is used. Here voters nominate two choices, if a majority (over 50%) of the vote is achieved on first votes then the process ends; if not second preferences are then taken into account.</li> </ul>	
Level 1 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-4 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 3 5-7 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

<b>A02</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the differing systems in use in the UK.</li> <li>• Ability to identify parallels/connections/similarities and differences between these differing electoral systems.</li> </ul>	
<b>Level 1 1 Mark</b>	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 2 Marks</b>	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 3 3 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

Question number	Question
3.(c)	Assess the advantages of the 'first past the post' electoral system.
AO1	Knowledge and understanding
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points.</i>)</b>	
<p>The 'first past the post' electoral system is used for Westminster elections. It has come under criticism for alleged faults and defects; it has however survived and distinct advantages have been cited in its favour.</p> <ul style="list-style-type: none"> <li>• It is simple and easy to operate. All that is required is an 'X' in the desired voter choice. It is thus uncomplicated and allows all citizens clarity and confidence in use. Other electoral systems by contrast may appear cumbersome and complex. <ul style="list-style-type: none"> <li>◦ However, it may be argued that this benefit is overrated. It may be the case that today's electorate can cope with listing numerical choice and preferences. This happens in other developed nations there is no evidence that the UK is less educated than our European counterparts, who use various other electoral methods.</li> </ul> </li> <li>• It is quick to produce a result, there is no delay and elected members and governments are soon in place. It is alleged that PR systems can take some time for the final outcome to be calculated and delivered. <ul style="list-style-type: none"> <li>◦ However, some allege that this 'speed' attribute is overrated. If electronic voting was introduced then other systems would be equally as swift. Furthermore it is suggested that although speed is valued, accuracy and fairness are more desired virtues to be prized.</li> </ul> </li> <li>• The system produces strong governments at Westminster with working majorities; other electoral systems can often produce coalitions. <ul style="list-style-type: none"> <li>◦ Two points to consider here however. Firstly it may be seen that strong government comes at the expense of un-representative government. Secondly it may be wrong to assume that a coalition government is a weak or a bad government: the opposing case for coalitions can be advanced.</li> </ul> </li> <li>• The system maintains the MP/Constituency link and preserves and nurtures an important geographical link. <ul style="list-style-type: none"> <li>◦ However, it may be seen that other electoral systems can equally maintain and possibly build on this link. It is not exclusive.</li> </ul> </li> <li>• The system produces a good choice for the electorate and the two party format mirrors the natural divide in society. <ul style="list-style-type: none"> <li>◦ It may be seen however that the choice on offer is illusory. It is hard for third or other parties to break a two party dominance, which is thrown up by FPTP. In addition the two party monopoly is not reflective of the political culture of the UK.</li> </ul> </li> <li>• The system keeps extremism at bay. Minority parties with extreme and politically unsavoury or destabilising views are denied representation. <ul style="list-style-type: none"> <li>◦ However, this may be true, but other electoral systems with in-built thresholds can equally achieve this outcome.</li> </ul> </li> </ul>	
Level 1 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-5 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 3 6-8 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

<b>A02</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the alleged advantages of the first past the post electoral system.</li> <li>• Ability to evaluate the outcomes which the system of first past the post delivers and consider these merits/defaults.</li> <li>• Ability to identify parallels/connections/similarities and differences between FPTP and other electoral systems.</li> </ul>	
<b>Level 1 0-3 Marks</b>	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 4-5 Marks</b>	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 3 6-9 Marks</b>	Good or better 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>
The level and standard of the communication, the structure of the response and the clarity of the debate covered. Appropriate vocabulary in this question may include terms such as strong government, representative government coalitions and electoral choice.	
<b>Level 1 0-2 Marks</b>	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
<b>Level 2 3-5 Marks</b>	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 3 6-8 Marks</b>	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.

Question number	Question
4.(a)	Outline two functions of a political party
Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge.</i> )	
<p>Political parties perform several functions in a political system; some of the following may be noted:</p> <ul style="list-style-type: none"> <li>• Political parties contest elections essential in a representative democracy.</li> <li>• They provide a channel whereby the public can participate in politics via voting or standing for office.</li> <li>• They promote political education by explaining their beliefs and ideas.</li> <li>• They bring together a coherent set of ideas and policies.</li> <li>• They provide the personnel of government.</li> </ul>	
AO1	Knowledge and understanding
<ul style="list-style-type: none"> <li>• 1 mark for relevant functions accurately identified.</li> <li>• An additional 2 marks for a more detailed or developed description of a particular function, which shows expansive, comprehensive knowledge and understanding.</li> </ul>	

Question number	Question
4.(b)	In what ways has the Conservative Party distanced itself from Thatcherism?
AO1	Knowledge and understanding
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points.</i>)</b>	
<p>Mrs Thatcher was removed as Prime Minister and leader of the Conservative Party in November 1990 after leading the party to three successive electoral victories. Her distinct ideas shaped the Conservative Party and gave it a distinct brand. Since that point successive leaders and moves in the party have been unsure whether to carry on with her ideas and policies or distance themselves from them. The following can be noted as moves to distance the party from those ideas:</p> <ul style="list-style-type: none"> <li>• A move away from aggressive individualism which advocated that 'there is no such thing as society' to an acceptance of the need for a social conscience. This can be seen in the moves of Ian Duncan-Smith to David Cameron. In overview, a revival in a belief in the community instead of a focus on the individual.</li> <li>• A more forgiving and tolerant view of crime, not solely rooted in punishment but one also versed in tolerance and forgiveness, the so called 'hug a hoodie' approach mooted by Cameron.</li> <li>• A growing emphasis on the environment above economic priorities, and a radical commitment to environmental schemes.</li> <li>• A clearer commitment to state provision in certain areas but especially health.</li> <li>• An acceptance of the constitutional change ushered in by Labour, opposed in the 1980s.</li> <li>• A move to help the less fortunate in society via the state and other actors. This may be seen as an endorsement of social justice.</li> <li>• A more focused belief in the value and worth of civil rights than in the Thatcher period.</li> <li>• A move away from a culture which prized business above other sectors of society and towards an acceptance of the needs of other groups in society.</li> <li>• In education, a move away from endorsing selective methods to ensuring good educational provision for all.</li> </ul>	
Level 1 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-4 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 3 5-7 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

<b>A02</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the way in which the Conservative Party has changed since Mrs Thatcher left office.</li> <li>• Ability to evaluate the basis of these changes.</li> </ul>	
<b>Level 1 1 Mark</b>	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 2 Marks</b>	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 3 3 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

Question number	Question
4.(c)	To what extent is the Labour Party still committed to its traditional principles?
AO1	Knowledge and understanding
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points.</i>)</b>	
<p>The Labour Party in the UK is often defined as a left-of-centre or even left-wing party. It has a constitutional commitment to socialism and has a focus on traditional principles, which defined the party in its inception and continue to mould its future. However, there have been questions raised about the commitment to and degree of relevance of these traditional principles.</p> <ul style="list-style-type: none"> <li>• The Labour Party is committed to the needs of the working classes and sees them as the most deserving section of society. As such it has tailored policies to alleviating this section’s material poverty. This can be seen in welfare programmes, including welfare benefits, tax credits and the minimum wage. The hesitant return of the 10p tax band is a case in point. <ul style="list-style-type: none"> <li>◦ However, it is alleged that in order to be more electorally successful the Labour Party had had to widen its appeal to all classes and sections of society. In so doing it has reached out to other classes in society and also to the business and city groups.</li> </ul> </li> <li>• The Labour Party is committed to be pro-state and favours intervention in the economy to secure fairness in society. The Labour Party has intervened in the economy where possible. It has nationalised Northern Rock and encouraged banks to merge in order to survive in a global market. <ul style="list-style-type: none"> <li>◦ However, the wide scale nationalisation programme, long a commitment of Labour before and after the Second World War, has gone. It may be true that the emphasis of the new Clause IV is to control rather than to own.</li> </ul> </li> <li>• Building on from the above, it may be seen that the Labour Party was in favour of a managed economy where the Government was a key actor in securing outcomes on its own terms. There has been a move now in the Party to work with a market economy and be bound by the rules which a market system dictates, thus rewarding individual merit and hard work as a prime motivator.</li> <li>• The Labour Party traditionally was not very active or productive in terms of constitutional change. It may have favoured reform, but this was never at its core. <ul style="list-style-type: none"> <li>◦ However since 1997 the Labour Party has delivered one of the most radical constitutional reform programmes in over 100 years and has changed the political framework of the UK.</li> </ul> </li> <li>• The Labour Party was committed to the provision of universal benefits available to all. <ul style="list-style-type: none"> <li>◦ Now either by financial restraint or policy direction benefits are targeted to achieve economic well-being.</li> </ul> </li> <li>• In overview, the Labour Party may be seen as less ideological and focused and more pragmatic. More practical in achieving realistic outcomes than unobtainable ones.</li> <li>• There is the accusation that Labour has adopted for the greater part the reforms of Mrs Thatcher and the Conservative Party. The belief is the so called Third Way, which is a re-programming of the traditional principles of</li> </ul>	

the Labour Party. This can be viewed as part of the change from Old Labour to New Labour.

Level 1 0-2 Marks	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 3-5 Marks	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 3 6-8 Marks	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
AO2	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the moves within the Labour Party in recent years.</li> <li>• Ability to evaluate the question set and reach a considered conclusion.</li> </ul>	
Level 1 0-3 Marks	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 4-5 Marks	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 3 6-9 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
AO3	<b>Communication and coherence</b>
The level and standard of the communication, the structure of the response and the clarity of the debate covered. Appropriate vocabulary in this question may include terms such as Old Labour, New Labour, the Third Way and Managed/Market economy and other pertinent illustrative terminology.	
Level 1 0-2 Marks	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
Level 2 3-5 Marks	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 3 6-8 Marks	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.

6GP02 Mark Scheme

Question Number	
1(a)	With reference to the source, describe <b>three</b> functions of Parliament.
<b>Indicative content</b> ( <i>This is not an exhaustive account of relevant information.</i> )	
<p>The following functions can be found in the passage :</p> <ul style="list-style-type: none"> <li>• Calling government to account, making it account for its actions.</li> <li>• Scrutinising and possibly amending legislation.</li> <li>• Ensuring that the grievances of citizens are expressed to government and forcing government ministers and officials to listen to them.</li> <li>• Granting authority and approval to government to allow it to govern legitimately.</li> </ul>	
<b>AO1</b> <b>(5 Marks)</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• 1 mark for each function accurately identified.</li> <li>• An additional mark available for a developed description of the functions identified.</li> </ul>	

1(b)	With reference to the source, and your own knowledge, explain why government needs an effective Parliament.
<b>Indicative content (<i>This is not an exhaustive account of relevant information.</i>)</b>	
<p>The source refers to the fact that government needs the approval of Parliament in order to give it authority (and therefore legitimacy). In order for popular consent to be granted there must be opportunities to examine, scrutinise and pass legislative proposals. In addition to these source based needs could be added :</p> <ul style="list-style-type: none"> <li>• it needs Parliament as a representative body so that the views of different sections of society can be expressed by MPs and peers</li> <li>• the scrutinising function of Parliament can improve the quality of legislation by identifying problems, lack of clarity and possible improvements</li> <li>• it needs parliamentary opposition and scrutiny in order to justify publicly its actions and decisions</li> <li>• it needs Parliament as the official forum where it can introduce proposals into the public arena</li> <li>• the government needs Parliament as a recruiting ground for new ministers</li> <li>• government needs Parliament to check its own power to maintain its own integrity</li> </ul>	
<b>AO1 (7 Marks)</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• The reasons why government needs an effective Parliament.</li> <li>• The aspects referred to in the passage and shown in the indicative content above. Up to 3 marks available for this.</li> <li>• Up to 4 marks available, either for up to four additional aspects identified and outlined, or for two or three other aspects identified and described more fully. In addition, up to 2 marks are available for candidates who use their own knowledge to amplify points from the source.</li> </ul>	
<b>Level 1 (0-2 Marks)</b>	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 (3-5 Marks)</b>	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 3 (6-7 Marks)</b>	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

<b>AO2</b> <b>(3 Marks)</b>	<ul style="list-style-type: none"> <li>• Ability to analyse and explain the nature of legitimacy and consent.</li> <li>• Ability to identify and explain the reasons why government needs Parliament rather than merely seeing Parliament as a check on its power.</li> </ul>
<b>Level 1</b> <b>(0-1 Marks)</b>	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2</b> <b>(2 Marks)</b>	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 3</b> <b>(3 Marks)</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

1(c)	Analyse the main factors that limit the effectiveness of Parliament.
Indicative content (The following does not exhaust relevant points or appropriate knowledge.)	
<p>The following factors limit the effectiveness of Parliament:</p> <ul style="list-style-type: none"> <li>• The discipline exercised by the whips and party leaders prevents MPs and peers operating independently (the 'lobby fodder' issue). Divisions and standing committees are usually strictly whipped.</li> <li>• MPs and peers do not have sufficient time, expertise, knowledge and research back-up to be able effectively to examine legislation and government policy.</li> <li>• The Commons may be said to lack legitimacy because of its distorted representation (the electoral system), while the Lords is unelected.</li> <li>• Collective responsibility, the anonymity of officials and traditional secrecy of government make it difficult for MPs, peers and select committees to obtain information and examine policy effectively.</li> </ul>	
AO1 (8 Marks)	<p><b>Key knowledge and understanding in this question includes:</b></p> <ul style="list-style-type: none"> <li>• The meaning of 'effectiveness' in this context.</li> <li>• Most, if not all, of the issues shown in indicative content above.</li> <li>• Full explanations of those weaknesses.</li> </ul>
Level 1 (0-2 Marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 (3-5 Marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 3 (6-8 Marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
AO2 (9 Marks)	<p><b>Intellectual skills relevant to this question:</b></p> <ul style="list-style-type: none"> <li>• Ability to analyse and explain the reasons why the aspects described represent lack of effectiveness.</li> <li>• Ability to identify the fundamental causes of the weaknesses of Parliament.</li> <li>• Ability to differentiate between more and less important functions.</li> </ul>
Level 1 (0-3 Marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 2 (4-5 Marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
Level 3 (6-9 Marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

<b>AO3</b> <b>(8 Marks)</b>	<b>Appropriate vocabulary in this question may include:</b> <ul style="list-style-type: none"> <li>• Legitimacy</li> <li>• Authority</li> <li>• Collective responsibility</li> <li>• Government whips</li> </ul>
<b>Level 1</b> <b>(0-2 Marks)</b>	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
<b>Level 2</b> <b>(3-5 Marks)</b>	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 3</b> <b>(6-8 Marks)</b>	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.

2(a)	With reference to the source, outline the reasons Gordon Brown gives for proposing that prime ministerial powers be surrendered or limited.
<b>Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge.</i>)</b>	
<ul style="list-style-type: none"> <li>• The people have not been consulted about the exercise of these powers.</li> <li>• The nature of these [prerogative] powers has no place in a 'modern democracy' .</li> <li>• This would make for a more 'open' democracy.</li> </ul>	
<b>A01 (5 Marks)</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• 1 mark for each of the three reasons shown in the indicative content above.</li> <li>• An additional mark available in each case for a brief, effective explanation of up to two of the points.</li> </ul>	

Question Number	
2(b)	With reference to the source, and your own knowledge, explain the ways in which prime ministers are able to control Parliament.
<b>Indicative content</b> ( <i>This is not an exhaustive account of relevant information.</i> )	
<p>The material in the source is describing prerogative powers. These are powers exercised on behalf of the monarch by the prime minister and the executive. They do not require the sanction of Parliament and therefore, by implication, the consent of the people. Such prerogative powers have existed over a long period of time and are therefore traditional in nature.</p> <p>Additional knowledge includes:</p> <ul style="list-style-type: none"> <li>• prime ministers are leaders of the majority party normally and so can rely on party loyalty and the discipline of the whips. The prime minister also has a 'payroll vote' among over one hundred ministers</li> <li>• the power of patronage is a key element of control</li> <li>• since prime ministers are chief policy makers and control Cabinet they exercise great control over parliamentary business</li> <li>• prime ministers can command a certain degree of popular authority to justify dominance of Parliament.</li> </ul>	
<b>AO1</b> (7 Marks)	<b>Knowledge and understanding</b> <b>Key knowledge and understanding in this question includes:</b> <ul style="list-style-type: none"> <li>• The nature and meaning of most or all of the devices described above.</li> <li>• Understanding of the reasons why these factors are converted into control.</li> </ul>
<b>Level 1</b> (0-2 Marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2</b> (3-4 Marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 3</b> (5-7 Marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>AO2</b> (3 Marks)	<b>Intellectual skills relevant to this question:</b> <ul style="list-style-type: none"> <li>• Ability to analyse and explain the nature of control and relevant relationships.</li> <li>• Ability to explain the nature of prime ministerial authority and power.</li> </ul>
<b>Level 1</b> (0-1 Marks)	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2</b> (2 Marks)	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 3</b> (3 Marks)	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

2(c)	To what extent has prime ministerial power grown in recent years?
Indicative content (The following does not exhaust relevant points or appropriate knowledge.)	
<p>Ways in which power has grown include the following:</p> <ul style="list-style-type: none"> <li>• The growth of the Downing Street 'machine' and other sources of independent advice to the prime minister.</li> <li>• The growing importance of foreign policy issues which are under the direct control of the prime minister.</li> <li>• The growing tendency of the media to treat the PM as government spokesperson.</li> <li>• 'Spatial leadership' has become more prominent.</li> <li>• The experience of dominant figures such as Thatcher and Blair.</li> <li>• The decline in the importance of the Cabinet.</li> </ul> <p>However, there are features which suggest a counter-argument:</p> <ul style="list-style-type: none"> <li>• Prime ministers may ultimately be removed and/or weakened if they lose the support of Parliament and/or Cabinet - this was the experience of Thatcher, Major and Brown.</li> <li>• It may be that there is an increase in the 'appearance' of power, but this may be merely style without much substance.</li> <li>• The power of the PM ebbs and flows according to political factors such as the size of the parliamentary majority, personal popularity, the unity or otherwise of the party and Cabinet.</li> </ul>	
AO1 (8 Marks)	<p><b>Knowledge and understanding</b></p> <p>Key knowledge and understanding in this question includes:</p> <ul style="list-style-type: none"> <li>• The meaning and nature of prime ministerial power and the limitations upon it.</li> <li>• The arguments in favour of suggesting that prime ministerial power has grown.</li> <li>• The arguments for suggesting prime ministerial power may not have grown permanently or temporarily.</li> <li>• Ability to use examples to illustrate arguments.</li> </ul>
Level 1 (0-2 Marks)	Poor knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 2 (3-5 Marks)	Satisfactory knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
Level 3 (6-8 Marks)	Full and developed knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

<b>AO2 (9 Marks)</b>	<b>Intellectual skills relevant to this question:</b> <ul style="list-style-type: none"> <li>• Ability to analyse and explain prime ministerial power and its limitations.</li> <li>• Ability to evaluate the extent to which such power has grown.</li> <li>• Ability to identify parallels/connections/similarities and differences between the experiences of different prime ministers from recent times.</li> </ul>
<b>Level 1 (0-3 Marks)</b>	Limited ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 (4-5 Marks)</b>	Sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 3 (6-9 Marks)</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>AO3 (8 Marks)</b>	<b>Communication and coherence</b> <b>Appropriate vocabulary in this question may include:</b> <ul style="list-style-type: none"> <li>• Power</li> <li>• Authority</li> <li>• Presidentialism.</li> </ul>
<b>Level 1 (0-2 Marks)</b>	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
<b>Level 2 (3-5 Marks)</b>	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 3 (6-8 Marks)</b>	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.

3	How effectively can the judiciary control executive and legislative power in the UK?
Indicative content (The following does not exhaust relevant points or appropriate knowledge.)	
<p>The main examples of effective controls are:</p> <ul style="list-style-type: none"> <li>• the practice of judicial review to examine government decisions and actions</li> <li>• other than with Westminster parliamentary legislation, judges can set aside actions by public bodies which contravene the European Convention on Human Rights or which contravene EU law</li> <li>• opinions expressed about legislation which may be considered to be in contradiction of rights and freedoms under common law or the Human Rights Act</li> <li>• <i>ultra vires</i> cases prevent ministers and public bodies exceeding their legitimate powers</li> <li>• the judiciary upholds the principles of the rule of law</li> <li>• today, more than ever, senior judges have become involved in debates on law and order/justice policy both in and out of Parliament.</li> </ul> <p>Limitations on such control include:</p> <ul style="list-style-type: none"> <li>• the fact that judges cannot overturn UK parliamentary legislation as Parliament retains sovereignty</li> <li>• where decisions by ministers and public bodies are set aside by the courts, government may pass primary legislation which allows such policies and decisions, eg the Belmarsh case or the Davis case ruling, allowing anonymous witness testimony</li> <li>• judges cannot be pro-active - they must wait for appeals to be brought before them.</li> </ul> <p>Despite recent examples of judges becoming involved in public debate, they are expected to maintain a low public profile and maintain political neutrality.</p>	

<b>AO1</b> (20 Marks)	<b>Knowledge and understanding</b> <b>Key knowledge and understanding in this question includes:</b> <ul style="list-style-type: none"> <li>• The meaning and nature of the judicial review.</li> <li>• The arguments in favour of suggesting that the judiciary can exercise effective control over both government and Parliament.</li> <li>• The arguments suggesting there are important limitations on the judiciary.</li> <li>• Ability to use appropriate illustrations and examples.</li> </ul>
<b>Level 1</b> (0-6 Marks)	A narrow range of factors identified with little or no understanding of the nature of those factors.
<b>Level 2</b> (7-13 Marks)	Some issues will be omitted, but others will be correctly explained. There will be some weaknesses in understanding of why the issues exist.
<b>Level 3</b> (14-20 Marks)	A wide range of arguments is accurately identified and well described. Not only will issues be identified, but the reasons why the issues exist will be well explained.
<b>AO2</b> (12 Marks)	<b>Intellectual skills relevant to this question:</b> <ul style="list-style-type: none"> <li>• Ability to analyse and explain the nature of judicial control.</li> <li>• Ability to analyse and explain the limitations of judicial control.</li> <li>• Ability to evaluate the degree to which judicial control is effective.</li> </ul>
<b>Level 1</b> (0-4 Marks)	A narrow range of arguments identified with little or no analysis of why the arguments have been made.
<b>Level 2</b> (5-8 Marks)	Some arguments will be omitted, but others will be correctly explained. There will be some weaknesses in analysis of why the arguments have been made.
<b>Level 3</b> (9-12 Marks)	A wide range of arguments is accurately identified and well described. Not only will arguments be identified, but the reasons why the arguments are made will be well explained.
<b>AO3</b> (8 Marks)	<b>Communication and coherence</b> <b>Appropriate vocabulary in this question may include:</b> Judicial review Rule of law Parliamentary sovereignty Human Rights Act
<b>Level 1</b> (0-3 Marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
<b>Level 2</b> (4-5 Marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 3</b> (6-8 Marks)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.

4	'Constitutional reform since 1997 has not gone far enough.' Discuss.
Indicative content (The following does not exhaust relevant points or appropriate knowledge.)	
<p>The main examples of post 1997 reforms have been :</p> <ul style="list-style-type: none"> <li>• Devolution</li> <li>• The Human Rights Act</li> <li>• House of Lords Reform</li> <li>• Freedom of Information</li> <li>• Elected mayors and local government cabinets</li> <li>• Electoral reform in devolved systems</li> <li>• Reform of the Judiciary</li> <li>• Wider use of referendum</li> <li>• Use of PR electoral systems</li> </ul> <p>Arguments for suggesting they have not gone far enough include:</p> <ul style="list-style-type: none"> <li>• they have not gone far enough - the Lords reform is incomplete, the Human Rights Act does not bind the UK Parliament, Freedom of Information is too weak, electoral reform is limited and does not include the Westminster Parliament, there are very few elected mayors</li> <li>• not clear principles or long term goals</li> <li>• reform does not include a codified constitution</li> <li>• too much power still rests with the executive</li> <li>• problem of 'elective dictatorship' not addressed</li> <li>• unelected elements - the Lords and the Monarchy remain important but are undemocratic</li> <li>• lack of full electoral reform means representation is distorted.</li> </ul> <p>On the other hand supporters do praise some aspects:</p> <ul style="list-style-type: none"> <li>• reforms have generally structured checks and balance by decentralising power</li> <li>• the House of Lords has more legitimacy</li> <li>• the Freedom of Information act has had an impact, eg MPs' expenses</li> <li>• the HRA has led to many successful rights and liberties legal victories</li> <li>• the judiciary is more independent.</li> </ul>	

AO1 (20 Marks)	<p><b>Key knowledge and understanding in this question includes:</b></p> <ul style="list-style-type: none"> <li>• A good range of reforms described</li> <li>• The arguments in favour of suggesting the reforms have been inadequate</li> <li>• The arguments for suggesting a good deal of progress has been made in reform.</li> <li>• Knowledge of which political movements present arguments on either side of the case.</li> </ul>
Level 1 (0-6 Marks)	A narrow range of issues identified with little or no understanding of why the issues have been raised.
Level 2 (7-13 Marks)	Some issues will be omitted, but others will be correctly explained. There will be some weaknesses in understanding of why the issues have been raised.
Level 3 (14-20 Marks)	A wide range of issues is accurately identified and well described. Not only will issues be identified, but the reasons why the issues are raised will be well explained.
AO2 (12 Marks)	<p><b>Intellectual skills relevant to this question:</b></p> <ul style="list-style-type: none"> <li>• Ability to analyse and explain the nature of reform and the degree to which it is perceived to have succeeded</li> <li>• Ability to analyse the arguments suggesting reform has not gone far enough</li> <li>• Ability to evaluate the extent to which the reforms have not gone far enough.</li> </ul>
Level 1 (0-4 Marks)	A narrow range of issues identified with little or no analysis of why the issues have been made.
Level 2 (5-8 Marks)	Some issues will be omitted, but others will be correctly explained. There will be some weaknesses in analysis of why the issues have been made.
Level 3 (9-12 Marks)	A wide range of issues is accurately identified and well described. Not only will issues be identified, but the reasons why the issues are made will be well explained.
AO3 (8 Marks)	<p><b>Communication and coherence</b></p> <p><b>Appropriate vocabulary in this question may include:</b></p> <ul style="list-style-type: none"> <li>• Codified constitution</li> <li>• Devolution</li> <li>• Human Rights Act</li> <li>• Freedom of Information</li> <li>• Democracy</li> <li>• Independence of the Judiciary</li> </ul>
Level 1 (0-3 Marks)	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
Level 2 (4-5 Marks)	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 3 (6-8 Marks)	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.

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