

Mark Scheme (Results) January 2011

GCE

GCE Government & Politics (6GP02) Paper 1

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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 (a)	With reference to the source, describe two functions of the House of Commons.
AO1 (0-5 marks)	Knowledge and understanding
Key knowledge and understanding	
<p>The following functions can be identified:</p> <ul style="list-style-type: none"> • Making government accountable (questioning ministers is acceptable). • Legislating. • Debating issues. • Amending legislation. • Scrutinising the work of government. 	
<p>One mark each for up to two functions correctly identified. Additional three marks available for effective description of the functions. Where only one function is identified and described, two marks available. Two functions identified but only one described gains three marks.</p>	

No. 1 (b)	With reference to the source, and your own knowledge, explain how the House of Commons can control the power of government.
AO1	Knowledge and understanding
<p>Methods identified in the source include :</p> <ul style="list-style-type: none"> • By calling ministers to account through questioning and criticism by members or select committees • By questioning the prime minister and subjecting him to examination and criticism. • Through select committee investigations and reports. • Through legislative committees examining proposed legislation. • Through debates. <p>Knowledge and understanding from the candidate's own knowledge might include explanations of the above not referred to in the source, for example expanding on the nature of questions to ministers, how select committees operate and the function of amendments to legislation or opposition debates. Own knowledge may also include additional methods, for example :</p> <ul style="list-style-type: none"> • In extreme circumstances the House can veto legislation. • In even more extreme circumstances it can pass a vote of no confidence in government and dismiss the government. • Individual MPs may draw attention to grievances of constituents. • Public Accounts Committee can be critical of government financial management. • Under coalition a junior partner could exert pressure through its MPs 	
<i>Level 3</i> 5-7 Marks	Full and developed knowledge of at least three forms of control from the passage and at least one other, fully explained
<i>Level 2</i> 3-4 Marks	Knowledge of at least two forms of control from the passage plus one other at least, additional forms from the passage only.
<i>Level 1</i> 0-2 Marks	A very limited number of forms of control identified with weak or totally absent explanations

A02	Intellectual skills
Intellectual skills relevant to this question include the ability to deconstruct the term 'control' and link it to the methods described	
Ability to	
<i>Level 3</i> 3 Marks	Good or better ability to make links between theory and practical applications.
<i>Level 2</i> 2 Marks	Sound ability to make links between theory and practical applications but not fully developed.
<i>Level 1</i> 1 Mark	Limited ability link theory to practical applications and to this scenario.

No. 1 (c)	To what extent is the House of Commons effective in carrying out its various functions?
AO1	Knowledge and understanding
Key knowledge and understanding	
<p>Factors in effectiveness can include :</p> <ul style="list-style-type: none"> • It has, albeit rarely, defied the government, e.g. Ghurkhas, holding terrorist suspects without trial or similar. • Select committees have a good record of bipartisanship and forcing government to be accountable and to amend policy on occasions (e.g. defence procurement). • Ministers do have to be accountable regularly. • There is scrutiny of legislation, though limited in scope. • There are many examples of good constituency representation. <p>Factors in the lack of effectiveness of the Commons can include:</p> <ul style="list-style-type: none"> • The power of party loyalty, the whips etc. • Relative weakness of legislative committees which are subject to partisan whipping. • Government controls the Commons agenda and MPs are given little time for their own business. Government can limit effective debating time. • MPs have poor research facilities. • Extensive use of prime minister's prerogative powers. • Transfer of jurisdiction to the EU. • The commons is still insufficiently socially and politically representative 	
<i>Level 3</i> 6-8 Marks	Full and developed knowledge and understanding of the nature of the role of the Commons, its strengths and its weaknesses.
<i>Level 2</i> 3-5 Marks	Satisfactory knowledge and understanding of the role of the Commons, its strengths and its weaknesses, possibly with less balance between arguments on one side of the issue or the other.
<i>Level 1</i> 0-2 Marks	Weak or worse knowledge and understanding the role of the Commons and probably a very unbalanced account of its strengths and weaknesses.

A02	Intellectual skills
Intellectual skills relevant to this question include the ability to evaluate effectively and to deconstruct the meaning of the term 'effective' in this context. Analysis also involves the ability to explain the causes of strengths and weaknesses.	
<i>Level 3</i> 6-9 Marks	Good or better ability to analyse and evaluate political information, arguments and explanations and to evaluate the extent to which there are conflicts.
<i>Level 2</i> 4-5 Marks	Sound ability to analyse and evaluate political information, arguments and explanations. Some evaluation of the extent to which conflicts exist, but with less effective balance.
<i>Level 1</i> 0-3 Marks	Limited ability to analyse and evaluate political information, arguments and explanations. Little or no evaluation of the extent to which conflicts exist.
A03	Communication and coherence
Level 3 6-8 Marks	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. A well structured, balanced response.
Level 2 3-5 Marks	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. Reasonably well structured response, with some, but not extensive balance.
Level 1 0-2 Marks	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. Little or no balance and a poor structure or no coherent structure at all.

No. 2 (a)	With reference to the source, describe two limitations on prime ministerial power.
AO1	Knowledge and understanding
Key knowledge and understanding	
<p>Limitations on prime ministerial power referred to in the source include :</p> <ul style="list-style-type: none"> • Cabinet can turn against them. • He may face criticism from his party. • The media may turn against him. • The parliamentary majority might be small. • World events may turn against him. 	
<p>Two marks available for correctly identifying up to two limitations. Three additional marks for explaining the limitations, i.e. what constitutes the limitation. Only one limitation identified but explained satisfactorily gains two marks. Two limitations identified but only one explained satisfactorily gains three marks.</p>	

No. 2 (b)	With reference to the source, and your own knowledge, explain the prime minister's prerogative powers.
A01	Knowledge and understanding
<p>Key knowledge and understanding : Prerogative powers refers to the arbitrary powers of the monarch which are now exercised by the prime minister without parliamentary sanction. Knowledge and understanding of the <i>concept</i> of prerogative powers, <i>either implicit or explicit</i>. Prerogative Powers include examples such as being commander-in-chief, signing international treaties, public appointments including ministers (dissolving parliament - unless fixed terms have been introduced by June 2011). These powers are solely in the hands of the prime minister, though he may or may not consult with ministerial colleagues or with parliament before exercising them. Nevertheless parliament remains sovereign as it can, by statute, remove prerogative powers.</p>	
Level 3 5-7 Marks	Full and developed knowledge and understanding of the nature or prerogative powers, their constitutional position and including appropriate examples both from the source and from the candidate's own knowledge. Candidates who do not define Prerogative Powers, either implicitly or explicitly, may achieve up to 6 marks, If the explanations prerogative powers are extensive and good quality.
Level 2 3-4 Marks	Satisfactory knowledge and understanding of prerogative powers with some examples used. Knowledge of the concept of prerogative powers is not rewarded at this level.
Level 1 0-2 Marks	Poor and generalised knowledge and understanding of prerogative powers, probably with no examples beyond the source.
A02	Intellectual skills
Intellectual skills relevant to this question	
Ability to analyse the nature of prerogative powers, demonstrating an understanding of why their arbitrary nature is important in an understanding of their use.	
Level 3 3 Marks	Good or better ability to analyse the nature of prerogative powers
Level 2 2 Marks	Sound ability to analyse the nature of prerogative powers.
Level 1	Limited and weak ability to analyse the nature of prerogative

1 Mark	powers.
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No. 2 (c)	To what extent can the Prime Minister control the Cabinet?
AO1	Knowledge and understanding
Key knowledge and understanding	
<p>The prime minister can control cabinet in the following ways :</p> <ul style="list-style-type: none"> • He has patronage powers which promote loyalty. • He has control over the agenda. • He may manipulate the outcome through bilateral meetings with ministers (sofa politics). • He is considered to be chief policy maker (primus inter pares). • He now has considerable sources of his own advice. <p>Factors which limit his control include :</p> <ul style="list-style-type: none"> • He remains only 'primus inter pares'. • He can be challenged by a dissident minority (Major). • He can ultimately be removed as happened to Thatcher and, arguably, Blair. • Ministers in charge of large departments, such as the Treasury, have their own power bases (Blair-Brown) and (Osbourne - Cameron - Alexander) • Special problems may arise under coalition government. <p>Factors which can enhance control include :</p> <ul style="list-style-type: none"> • The extent to which cabinet is ideologically united. • The personal popularity of the P.M. • The P.M's dominance of the governing party. <p>Credit may also be given to candidates who address the special issues arising out of coalition government. Credit should also be given to candidates who can successfully deploy examples.</p>	
<i>Level 3</i> 6-8 Marks	Full and developed knowledge and understanding of controls and limitations. There will be good balance between controls and limitations. Reference to coalition government will be credited but is not a requirement.
<i>Level 2</i> 3-5 Marks	Satisfactory knowledge and understanding of controls and limitations, including some balance.
<i>Level 1</i> 0-2 Marks	Poor knowledge and understanding of controls and limitations, with probably a lack of balance.

A02	Intellectual skills
Intellectual skills relevant to this question include an ability to analyse the reasons why the prime minister controls cabinet through the methods identified. In addition an ability to analyse and explain the various limitations on the PM's powers. Ability to evaluate factors in control and in limitations.	
<i>Level 3</i> 6-9 Marks	Good or better ability to evaluate and analyse each of factors with a strong evaluation.
<i>Level 2</i> 4-5 Marks	Sound ability to evaluate and analyse each of the factors, with a sound evaluation.
<i>Level 1</i> 0-3 Marks	Limited ability to evaluate and analyse each of the factors but with little or no evaluation.
A03	Communication and coherence
Level 3 6-8 Marks	Sophisticated ability to construct and communicate coherent arguments and evaluations, making good use of appropriate vocabulary
Level 2 3-5 Marks	Adequate ability to construct and communicate coherent arguments and evaluations, making some use of appropriate vocabulary
Level 1 0-2 Marks	Weak ability to construct and communicate coherent arguments and evaluations, making little or no use of appropriate vocabulary

No. 3	'The UK constitution is no longer fit for purpose.' Discuss.
AO1	Knowledge and understanding
<p>Key knowledge and understanding may include the following issues :</p> <p>Criticisms of the constitution :</p> <ul style="list-style-type: none"> • It does not conform to the modern democratic world. • It is excessively flexible which means that there is too much opportunity for a drift towards executive power. • The sovereignty of parliament, which largely replaces a codified constitution, prevents individual rights being adequately protected. • The existence of prerogative powers is fundamentally undemocratic. • The loss of public confidence in politics may be partly due to a lack of codified constitutional principles. <p>Remaining strengths of the constitution include:</p> <ul style="list-style-type: none"> • Its flexibility arising from its uncodified, unentrenched nature, means it can adapt to circumstances (coalition government?). • It does provide for strong decisive government (e.g. anti terrorism, credit crunch measures). • The UK has enjoyed many years of stable government which suggests the constitution is effective. This cannot be said of many modern states which have strong, codified constitutions. • The 'conservative' arguments suggests a change to the constitution would have unknown consequences. 	
<i>Level 3</i> 14-20 Marks	Full and developed knowledge and understanding of the nature of the constitution, its strengths and weaknesses
<i>Level 2</i> 7-13 Marks	Satisfactory knowledge and understanding of the nature of the constitution, its strengths and weaknesses.
<i>Level 1</i> 0-6 Marks	Poor knowledge and understanding of the nature of the constitution, its strengths and weaknesses.

A02	Intellectual skills
Intellectual skills relevant to this question include the ability to analyse the nature of the constitution and why aspects are considered weak and out of date and why others appear to be effective. Also the ability to evaluate the strengths and weaknesses of the constitution.	
<i>Level 3</i> 8-12 Marks	Good or better ability to analyse and evaluate current status and operation of the constitution. Evaluation will have a good balance.
<i>Level 2</i> 4-7 Marks	Sound ability to analyse and evaluate the current status and operation of the constitution. Evaluation will have some balance.
<i>Level 1</i> 0-3 Marks	Limited or no ability analyse the status and operation of the constitution. Probably an unbalanced evaluation.
A03	Communication and coherence
Level 3 6-8 Marks	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. A well structured answer.
Level 2 3-5 Marks	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. A soundly structured answer.
Level 1 0-2 Marks	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. Little or no coherent structure to the answer.

No. 4	Is the judiciary too powerful, or is it not powerful enough?
AO1	Knowledge and understanding
Key knowledge and understanding	
<p>Knowledge and understanding of the powers and role of the judiciary may include the following :</p> <ul style="list-style-type: none"> • The Human Rights Act has bestowed great powers on the judiciary. • The use and effectiveness of judicial review has grown. • There have been a growing number of examples of the judiciary thwarting government, for example, Belmarsh, cases on asylum seekers, issues of sentencing etc. • The growing independence of the judiciary has been significant. <p>Knowledge and understanding of the limits to judicial power can include the following:</p> <ul style="list-style-type: none"> • Parliamentary sovereignty means the government can overrule the judiciary. • The judiciary cannot make judgments beyond the jurisdiction of the law even in the interests of natural justice. • The judiciary has no power to review legislation critically unless a judicial review is claimed. 	
<i>Level 3</i> 14-20 Marks	Full and developed knowledge and understanding of the strengths and weaknesses of the judiciary.
<i>Level 2</i> 7-13 Marks	Satisfactory knowledge and understanding of the strengths and weaknesses of the judiciary.
<i>Level 1</i> 0-6 Marks	Poor knowledge and understanding of the strengths and weaknesses of the judiciary.

A02	Intellectual skills
<p>Intellectual skills relevant to this question include an ability to analyse the strengths and weaknesses of the judiciary and to evaluate them effectively. A key discriminator is the ability to analyse the question of how powerful judges <i>ought to be</i>. This concerns the issues surrounding whether decisions should be in the hands of an unelected, unaccountable judiciary, which is nevertheless neutral and independent, or in the hands of elected, accountable politicians. This demands a response to the issue of whether judges should have more or less power over such issues as rights, sentencing, government powers etc.</p>	
<p><i>Level 3</i> 8-12 Marks</p>	<p>Good or better ability to analyse and evaluate the role of the judiciary, with some analysis of whether judges should have more or less power.</p>
<p><i>Level 2</i> 4-7 Marks</p>	<p>Sound ability to analyse and evaluate the role of the judiciary, however, with a weaker or absent analysis of whether the power of judges should be greater or less.</p>
<p><i>Level 1</i> 0-3 Marks</p>	<p>Limited ability to analyse and the role of the judiciary. There will be no discussion of whether judges should have more or less power.</p>

A03	Communication and coherence
Level 3 6-8 Marks	Sophisticated ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. A well developed structure and a response with a good introduction and conclusion.
Level 2 3-5 Marks	Adequate ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. A sound structure to the answer with a cogent introduction and conclusion.
Level 1 0-2 Marks	Weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. Lacking a satisfactory introduction and/or conclusion.

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Telephone 01623 467467
Fax 01623 450481

Email publications@linneydirect.com

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