

# Mark Scheme (Results)

January 2012

GCE Government & Politics (6GP01) Paper 01  
PEOPLE AND POLITICS

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<b>No.1a</b>	<b>How does a referendum differ from an election?</b>
Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge</i> )	
<p>Referendums and elections can be seen as different political mechanisms, below are some of these differences:</p> <ul style="list-style-type: none"> <li>• A referendums does not secure representation of officials whereas elections provide a mechanism to place officials in representative posts</li> <li>• A referendum is normally concerned with single issues and has a narrow remit compared with elections which provide a mechanism to secure a government mandate on a wide variety of issues.</li> <li>• The results of referendum can be seen as consultative whereas in UK the results of elections are seen as binding and final.</li> <li>• Referendums are held with the permission of the government or Parliament, whereas in the UK elections have to be held by law at set times.</li> <li>• Referendums are seen a deriving from direct democracy whereas elections are seen as an integral component in representative democracy.</li> </ul>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• <b>1 mark for</b> each difference accurately identified.</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed description <b><i>of a particular difference</i></b>, which shows an expansive, comprehensive knowledge and understanding.</li> </ul>	

<b>No. 1b</b>	<b>Explain the arguments in favour of making voting compulsory.</b>
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>Voting is currently not compulsory in the UK however there have been several arguments levied that it needs now to be made mandatory, these have included:</p> <ul style="list-style-type: none"> <li>• It would increase participation levels for all levels of elections ranging from local and EU elections which are dangerously low to elections for Westminster</li> <li>• It has been introduced in other countries such as Australia and Belgium hence it is a practical possibility</li> <li>• Increased levels of participation could generate increased legitimacy</li> <li>• Compulsory voting would be a catalyst for wider civic duties in society</li> <li>• Compulsory voting may extend the citizens understanding of issues and the functions of government.</li> </ul> <p>Other reasons may be advanced.</p> <p>Threshold guidance We require a minimum of three points clearly explained to attain level 3. We require a minimum of two points clearly explained to attain level 2.</p>	
<b>Level 3 5-7 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 3-4 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1 0-2 Marks</b>	Very poor to weak 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 evaluate and explain key justifications for its introduction.</li> </ul>	
<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.
<b>Level 2 2 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1 1 Mark</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

<b>No. 1c</b>	<b>How effectively does representative democracy operate in the UK?</b>
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>Representative democracy has been cited as operating very effectively in the UK. The following points may be advanced:</p> <ul style="list-style-type: none"> <li>• All areas of the UK have elected representatives and there is a good MP/Constituency link</li> <li>• With a population of over 60 million the system of representative democracy copes admirably. New parties and pressure groups do form and are free to operate and challenge governments. Minorities and civil liberties are protected under the system.</li> <li>• The system provides Government by the specialists or experts who have both practical knowledge but high expertise in areas of governance, for example economic understanding and skills in administration</li> <li>• The UK is a mature representative democracy and the current system instils stability and continuity into civic life. A lack of widespread discontent may indicate a high approval rate.</li> </ul> <p>However representative democracy has been challenged in that it operates in an ineffective manner. The following points may be advanced:</p> <ul style="list-style-type: none"> <li>• There is alleged to be a 'participation crisis' where electoral turnout and political party membership is low and falling. This damages the legitimacy of representative democracy</li> <li>• There are a range of alleged faults with the representative institutions and the processes which they are connected with. Issues arise for example with the electoral system and an unelected second chamber.</li> <li>• There are wider flaws in how 'representative' the system is with regards to gender, ethnicity and social class</li> </ul> <p>Both sides of this debate will require reference and discussion before a conclusion is offered.</p> <p>Threshold guidance  At level 3 expect to see a range of points clearly explained and illustrated with a degree of balance.  At level 2 the points will not be as clearly explained and the examples may be sparse or the response may be good but essentially one sided.</p>	
<b>Level 3 6-8 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 3-5 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1 0-2 Marks</b>	Very poor to weak 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 effectiveness of representative democracy</li> <li>• Ability to identify parallels/connections/similarities between models of democracy</li> </ul>	
<b>Level 3 6-9 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 4-5 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1 0-3 Marks</b>	Very poor to weak 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>
Appropriate vocabulary in this question may include terms such as political apathy, turnout levels, legitimacy and other relevant and illustrative terminology.	
<b>Level 3 6-8 Marks</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2 3-5 Marks</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1 0-2 Marks</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

<b>No.2a</b>	<b>Outline two ideas associated with liberalism.</b>
Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge</i> )	
<p>Liberalism is a broad political ideology, it is comprised of many features and characteristics. Responses which make reference to ideas from classical liberalism and/or modern liberalism will be credited. These ideas include:</p> <ul style="list-style-type: none"> <li>• Liberalism is associated with attempts to codify or limit powers of the state as such it welcomes a separation of powers and local government</li> <li>• Liberalism is also associated with social welfare and the responsibility of the state to support the most vulnerable in society</li> <li>• Liberalism is also associated with economic intervention to support business and advocated Keynesian methods</li> <li>• Liberalism is associated with the promotion of individual rights and freedoms.</li> <li>• Liberalism is associated with the concept of tolerance.</li> </ul> <p>Other ideas associated with liberalism may be advanced</p>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• <b>1 mark for</b> an idea accurately identified</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed description <b><i>of a particular idea</i></b> which shows an expansive, comprehensive knowledge and understanding.</li> </ul>	

<b>No. 2b</b>	<b>Explain three policies of the modern Labour Party.</b>
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>The modern Labour Party stands for a range of policies these include:</p> <ul style="list-style-type: none"> <li>• A less drastic approach to cutting the public sector deficit. Hence they hoped to reduce the deficit by half within 4 years of office. They did not propose to cut £6 billion in the first year</li> <li>• The Labour Party leadership under Ed Milliband has reconsidered its policy to the war in Iraq, though this was not negated in the 2010 manifesto</li> <li>• In the 2010 manifesto the party was committed to constitutional reform, this included introducing AV, House of Lords reform and other types of Parliamentary reform</li> <li>• In 2010 the party was committed to introducing compulsory ID cards</li> <li>• Other policies including policies introduced by previous leaders can be credited if still applicable and not obsolete.</li> </ul> <p>Threshold guidance We require a minimum of three points clearly explained to attain level 3. We require a minimum of two points clearly explained to attain level 2.</p>	
<b>Level 3</b> <b>5-7 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2</b> <b>3-4 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1</b> <b>0-2 Marks</b>	Very poor to weak 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 policies of the Labour Party.</li> </ul>	
<b>Level 3</b> <b>3 Marks</b>	Good to excellent 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>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1</b> <b>1 Mark</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.



<b>No.2c</b>	<b>To what extent have the parties involved in the Conservative-Liberal Democrat coalition remained faithful, since 2010, to their traditional principles and ideas?</b>
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>The Conservative Party have remained faithful to their traditional policies and ideas based on:</p> <ul style="list-style-type: none"> <li>• A commitment to favour enterprise and support the business sector</li> <li>• A commitment to reducing taxation levels, Corporation Tax has been cut and Personal Taxation thresholds increased</li> <li>• A commitment to reducing the role of the state and encouraging the private and voluntary sector to take up a greater role.</li> </ul> <p>The Conservative Party have not remained faithful to their traditional policies and ideas based on:</p> <ul style="list-style-type: none"> <li>• They have not increased prison capacity as promised but acted to reduce numbers inside. Issues such as punishment of knife crime shows a leniency not associated with Conservative principles</li> <li>• They have agreed to a commitment to move to a tax free personal allowance favoured by the Liberal Democrats</li> <li>• They have not gone ahead with their declared aims to replace Trident</li> </ul> <p>The Liberal- Democrats have remained faithful to their traditional policies and ideas based on:</p> <ul style="list-style-type: none"> <li>• Moved to raise the threshold on tax to £10k</li> <li>• Scrap the ID card scheme</li> <li>• Moved to action the pupil premium</li> </ul> <p>The Liberal- Democrats have not remained faithful to their traditional policies and ideas based on:</p> <ul style="list-style-type: none"> <li>• The introduction of increased student tuition fees as opposed to their abolition</li> <li>• Replaced Council tax with a local income tax</li> <li>• Ideas and principles on constitutional reform (including a preference for STV) have been watered down or abandoned.</li> </ul> <p>Other policies and ideas of both parties may be considered.</p> <p>Threshold guidance  At level 3 expect to see a range of issues covering both parties with points clearly explained and illustrated with a degree of balance.  At level 2 the points will not be as clearly explained or the response may be good but essentially one sided or focused exclusively on one party.</p>	
<b>Level 3 6-8 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 3-5 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1 0-2 Marks</b>	Very poor to weak 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 contested issues raised by the question.</li> <li>• Ability to evaluate and consider party policies changes and consistencies.</li> </ul>	
<b>Level 3 6-9 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 4-5 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1 0-3 Marks</b>	Very poor to weak 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>
Appropriate vocabulary in this question may include terms such as policy compromise, budget deficit, constitutional reform and manifesto pledges amongst other pertinent political terminology.	
<b>Level 3 6-8 Marks</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2 3-5 Marks</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1 0-2 Marks</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

<b>No.3a</b>	<b>How do pressure groups promote functional representation?</b>
Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge</i> )	
<p>Functional representation is where pressure groups supplement or add to the democratic process in society. Pressure groups are said to promote functional representation in several ways:</p> <ul style="list-style-type: none"> <li>• It is alleged that in a representative democracy where political parties aggregate their policies and water down their creeds it is beneficial that pressure groups can speak on behalf of the specific and the unique. Thus promoting functional representation</li> <li>• It is therefore operatively beneficial that pressure groups break out (or supplement) the constraints of representative democracy and function to articulate the needs of the minority.</li> <li>• Building on the above they widen the democratic framework and air specialised needs.</li> <li>• These minorities may be linked to economic interests, hence business pressure groups speak on behalf of employers and owners and trade unions on behalf of workers. Again this is beneficial for functional representation</li> <li>• Functional representation can be promoted by representation of demographic groups and also minority opinion.</li> </ul> <p>These minorities may speak for a particular or distinct group; this may be based on ethnic or religious lines.</p>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• <b>1 mark for</b> relevant detail</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed detail which shows expansive, comprehensive knowledge and understanding.</li> </ul>	

<b>No. 3b</b>	<b>Explain three factors which may restrict the influence of a pressure group.</b>
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>There are several factors which may restrict pressure group power, these include:</p> <ul style="list-style-type: none"> <li>▪ A Government in power which is hostile to the pressure groups aims, an example would be the current governments stance to student groups upon the raising of student fees</li> <li>▪ Hostile public opinion can restrict pressure group power, Muslim groups who sought to protest at the Afghan War at Wotton Bassett met with widespread public hostility.</li> <li>▪ A lack of finance may restrict power or curtail the pressure groups cause. In recent years some environmental groups have seen their income fall as the recession has caused their funds to decrease.</li> <li>▪ A lack of experts and efficient leaders may stall the power base of a pressure group.</li> <li>▪ Similarly a lack of recruited members can stall a pressure groups as it fails to get recruits to volunteer and publicise its message to a wider audience.</li> <li>▪ A restrictive factor may be the strength of opposition groups, for example the Countryside Alliance versus the League Against Cruel Sports.</li> </ul> <p>Other restrictive factors may be advanced.</p> <p>Threshold guidance We require a minimum of three points clearly explained to attain level 3. We require a minimum of two points clearly explained to attain level 2.</p>	
<b>Level 3 5-7 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 3-4 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1 0-2 Marks</b>	Very poor to weak 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 three factors which may restrict pressure group power.</li> </ul>	
<b>Level 3 3 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 2 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1 1 Mark</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

<b>No.3c</b>	<b>Are pressure groups becoming more powerful, or less powerful?</b>
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>In recent years there is evidence that pressure groups have become more powerful:</p> <ul style="list-style-type: none"> <li>○ Turnout in all types of election continue to fall as citizens turn away from elections as a means of participation instead they turn to pressure groups to articulate their demands.</li> <li>○ Associated with this is the fall in popularity of political parties whose membership has plummeted: the public are instead joining pressure groups and this numerical increase adds weight and salience to their causes</li> <li>○ As the complexities of modern society increases governments and individuals turn to pressure groups for expertise and answers</li> <li>○ Improved communications have allowed pressure groups to advertise their cause via avenues such as the internet this raises the profile of certain groups and their message</li> <li>○ Improved openings or access points at various tiers of government open opportunities, here we can consider routes as power has devolved to areas where power has been transferred the EU and G20</li> <li>○ If we consider global movements we can see a raised profile for NGO's here at a corporate level the leverage of certain pressure groups is significant.</li> </ul> <p>However not all agree that pressure groups have become more powerful:</p> <ul style="list-style-type: none"> <li>○ Turnout is not necessarily an indicator of dissatisfaction with the public more a sign of contentment.</li> <li>○ Political parties still marshal the vote at elections pressure groups influence but do not control this vital arena</li> <li>○ Governments hold power and are the ultimate decision maker, they may listen to pressure groups but in the end governments decide</li> <li>○ The above can be linked to the fall in corporatism with the Thatcher government since 1979</li> <li>○ Hence we all too often see pressure groups fail in their attempts to change or block governments, the Hunting Ban, the War in Iraq, the introduction of (and the rise) in Student Tuition fees, the continuance of animal experimentation etc.</li> <li>○ Some argue that the multiplicity of pressure groups brings further problems for the importance of pressure groups, competing factions thwart impact, also confuse the population. For instance although the 'green movement' shows a spectrum of environmental concerns the groups do not speak with one authoritative voice, hence numerical increase does not lead to improved strength.</li> </ul> <p>Both sides of this debate will require reference and discussion before a conclusion is offered.</p> <p>Threshold guidance</p> <p>At level 3 expect to see a range of points clearly explained and illustrated with a degree of balance.</p> <p>At level 2 the points will not be as clearly explained and the examples may be sparse or the response may be good but essentially one sided.</p>	

<b>Level 3 6-8 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 3-5 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1 0-2 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>A02</b>	<b>Intellectual skills</b>
Intellectual skills relevant to this question	
<ul style="list-style-type: none"> <li>• Ability to analyse and explain the case for and against pressure groups becoming more or less powerful.</li> <li>• Ability to evaluate the question set and reach a considered conclusion.</li> </ul>	
<b>Level 3 6-9 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 4-5 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1 0-3 Marks</b>	Very poor to weak 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>
Appropriate vocabulary in this question may include terms such as core insider, corporatism, democratic legitimacy and other pertinent illustrative terminology.	
<b>Level 3 6-8 Marks</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2 3-5 Marks</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1 0-2 Marks</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.



<b>No.4a</b>	<b>Outline the workings of the Party List electoral system.</b>
Indicative content ( <i>The following does not exhaust relevant points or appropriate knowledge</i> )	
<p>The Party List electoral systems can be characterised as follows:</p> <ul style="list-style-type: none"> <li>• The system is one of proportional representation</li> <li>• The system requires voters to choose a political party and usually not an individual candidate.</li> <li>• Seats are allocated to reflect the % vote a party receives</li> <li>• Lists can be open or closed and regional or national.</li> <li>• Specific examples of the workings of list systems can be used such as the UK European elections and elsewhere.</li> </ul> <p>Other aspects may be advanced</p>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• <b>1 mark for</b> an aspect which is accurately identified</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed description <b><i>of a particular aspect</i></b> which shows an expansive, comprehensive knowledge and understanding.</li> </ul>	

<b>No. 4b</b>	<b>Explain three criticisms of the 'first past the post' electoral system.</b>
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>There are numerous criticisms of the 'first past the post' electoral system, some of which include:</p> <ul style="list-style-type: none"> <li>• It favours in the main the two largest parties, Labour and the Conservatives</li> <li>• By contrast it unfairly discriminates against smaller parties who may have widespread support but not concentrated numbers.</li> <li>• It creates electoral deserts and safe seats where voters may feel that their vote is worthless. This may disengage voters and lead to declining turnout</li> <li>• It leads to certain voters having to vote tactically instead of their first choice</li> <li>• It produces numerous anomalies, MP's returned without 50% of the vote in their constituencies and governments elected with large majorities on less than 40% of the national vote.</li> </ul> <p>Threshold guidance We require a minimum of three points clearly explained to attain level 3. We require a minimum of two points clearly explained to attain level 2.</p>	
<b>Level 3 5-7 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2 3-4 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1 0-2 Marks</b>	Very poor to weak 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 clearly three criticisms of the first past the post systems.</li> </ul>	
<b>Level 3 3 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 2 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1 1 Mark</b>	Very poor to weak ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.

<b>No.4c</b>	<b>Make out a case in favour of retaining the 'first past the post' electoral system for the House of Commons.</b>
<b>AO1</b>	<b>Knowledge and understanding</b>
Key knowledge and understanding ( <i>This is not an exhaustive account of relevant points</i> )	
<p>The current system of electing MPs to Westminster uses the first past the post (fptp) method. This is a plurality system where one vote more than your nearest rival secures the seat. It is also known as a single member, simple majority system as one more vote in a constituency secures the seat for one person. It is also referred to as a 'winner takes all' system where there are no rewards for those who come second no matter what the margin. Those who argue that it should be retained cite amongst other reasons some of the following justifications.</p> <ul style="list-style-type: none"> <li>○ It is a tried and tested system allowing strong governments to form. This means that a new government can carry out its manifest pledges and have a secure term in office to see these changes implemented.</li> <li>○ It provides clear lines of accountability both at a constituency level but also at a national or governmental level. This means that MPs can have their post confirmed if they perform a good job. Similarly governments can have their terms renewed if the public are content.</li> <li>○ If the public are unhappy the government can be 'thrown out' as were the Conservatives in 1997 and Labour in 2010</li> <li>○ It is prized for its simplicity and speed. The public understand its operation and confusion that arises during voting and the distribution afterwards with some systems is problematical.</li> <li>○ The public are in the main content with first past the post as seen in the results of the AV referendum. Other political issues are of more pressing nature than voting reform such as the economy.</li> <li>○ Turnout has fallen but so has turnout where other voting systems are used hence it is not a voting system issue which explains falling turnout.</li> <li>○ First past the post is less likely to lead to coalitions which some consider to be weak and unstable.</li> </ul> <p>Other factors may be considered and advanced. Some credit may be advanced if negative points contribute to greater clarification of the positive attributes of first past the post.</p> <p>Threshold guidance At level 3 expect to see a range of points clearly explained and illustrated. The need for balance and making out a case against retaining first past the post is not required. At level 2 the points will not be as clearly explained and the examples may be sparse or the points may be limited in range.</p>	
<b>Level 3 6-8 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 2 3-5 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<b>Level 1 0-2 Marks</b>	Very poor to weak 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 advantages of fftp.</li> <li>• Ability to evaluate the political consequences of the continued use of fftp.</li> </ul>	
<b>Level 3 6-9 Marks</b>	Good to excellent ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 2 4-5 Marks</b>	Limited to sound ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences.
<b>Level 1 0-3 Marks</b>	Very poor to weak 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>
Appropriate vocabulary in this question may include terms such as turnout levels political contentment, strong and stable government and other pertinent illustrative terminology.	
<b>Level 3 6-8 Marks</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<b>Level 2 3-5 Marks</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<b>Level 1 0-2 Marks</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

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