

# Mark Scheme (Results)

Summer 2012

GCE Government & Politics  
Governing the UK  
6GP02

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No. 1 (a)	With reference to the source, outline how coalition government has affected appointments to the Cabinet
AO1	Knowledge and understanding
Key knowledge and understanding	
<p>The following three requirements occur in the source :</p> <ul style="list-style-type: none"> <li>• The initial allocation of cabinet seats was decided between the prime minister and his deputy.</li> <li>• The allocation of cabinet seats will be in line with relative party strengths in the Commons.</li> <li>• In future Conservative nominations will be made by the Conservative leader and Lib Dem nominations by the Lib Dem leader.</li> </ul>	
<p>5 marks awarded if at least two effects are correctly identified and explained OR if three effects are identified and at least one is explained successfully.</p> <p>4 marks awarded if at least two effects are correctly identified and only one is explained OR if all three effects are identified accurately without explanation.</p> <p>3 marks if two effects are identified without any significant explanation OR if only one effect is identified and adequately explained.</p> <p>2 marks if one effect is identified with a weak explanation</p> <p>1 mark if one effect is identified without explanation</p>	

No. 1 (b)	With reference to the source and your own knowledge, explain why collective responsibility is an important aspect of UK government.
AO1	Knowledge and understanding
Key knowledge and understanding	
<p>The source identifies the following reasons why the doctrine is important :</p> <ul style="list-style-type: none"> <li>• It means that there will be collective discussion of policy making.</li> <li>• It means that deliberations inside the cabinet remain private.</li> <li>• It means that all ministers will support decisions made within the cabinet</li> </ul> <p>Additional knowledge of its importance may include :</p> <ul style="list-style-type: none"> <li>• Exploration of the idea of collective decision making, including collegiality.</li> <li>• Exploration of privacy – the idea that any conflict remains secret and confidential. This means ministers can feel free within cabinet to express robust views and to challenge the views of others.</li> <li>• The importance of cabinet unity, especially in the face of the media and the Opposition.</li> <li>• Government is strengthened by being able to rely on the ‘payroll vote’.</li> <li>• It can underpin prime ministerial power by silencing internal critics.</li> </ul> <p>A Level 2 response will typically exhibit the following features: Simply but accurately, it will explain two aspects of collective responsibility, at least one aspect from the source, together with some material from the candidate’s own knowledge.</p> <p>A Level 3 response will typically exhibit the following features: Clearly and accurately, at least three aspects of collective responsibility will be identified and discussed, at least one from the source, together with some material from the candidate’s own knowledge.</p>	
<i>Level 3</i> 6–7 Marks	Good to excellent knowledge and understanding of various aspects of collective responsibility and how they operate. Material drawn from both the source and the candidate’s own knowledge.
<i>Level 2</i> 3-5 Marks	Limited to sound knowledge and understanding of some aspects of collective responsibility and how they operate. Some material drawn from both the source and the candidate’s own knowledge, probably unbalanced between the two.
<i>Level 1</i> 0-2 Marks	Weak to very limited knowledge and understanding of one or more aspects of collective responsibility and how they operate, with little evidence of the candidate’s own knowledge.

AO2	Intellectual skills
Intellectual skills relevant to this question	
Ability to analyse why the aspects of collective responsibility identified are <i>important</i> within UK government.	
Level 3 3 Marks	Good to excellent ability to explain and analyse the importance collective responsibility.
Level 2 2 Marks	Limited to sound ability to explain the importance collective responsibility.
Level 1 0-1 Mark	Weak or absent ability to explain the importance collective responsibility.

No. 1 (c)	How important is the Cabinet?
AO1	Knowledge and understanding
Key knowledge and understanding	
<p>The importance of cabinet can be seen in the following terms :</p> <ul style="list-style-type: none"> <li>• It acts as the 'clearing house' for proposed government policy.</li> <li>• It grants official authority to government policy.</li> <li>• It deals with disputes between ministers.</li> <li>• It may deal with emergencies or crises (COBRA may be included).</li> <li>• It manages government business and the presentation of policy.</li> <li>• Under coalition it reconciles the differences between coalition partners and may establish appropriate 'agreements to differ'.</li> <li>• It also has the potential power to overrule the prime minister or even remove him/her.</li> </ul> <p>However the importance of cabinet may have been diminished in the following ways :</p> <ul style="list-style-type: none"> <li>• Prime ministerial domination (arguably dual domination under coalition) has marginalised cabinet.</li> <li>• Increasingly policy is being made elsewhere, by party leaders, think tanks, policy committees or units and private advisers.</li> <li>• Cabinet meets for less time than in the past and tends to be merely a rubber stamp for policy made elsewhere.</li> </ul> <p>A Level 2 response will typically exhibit the following features: The strengths and weaknesses of the modern Cabinet will be examined although possibly with some lack of balance; at least three factors will be explored, at least one positive and at least one negative in relation to cabinet importance.</p> <p>A Level 3 response will typically exhibit the following features: There will be clear consideration of Cabinet's strengths and weaknesses – with at least two strengths and two weaknesses of identified.</p>	

<i>Level 3</i> 6-8 Marks	Good to excellent knowledge and understanding of both the importance and weaknesses of the cabinet. The key areas where it remains important are clearly identified.
<i>Level 2</i> 3-5 Marks	Limited to sound knowledge and understanding of both the importance and weaknesses of the cabinet. The key areas where it remains significant may be only implicitly identified. Possibly an unbalanced evaluation.
<i>Level 1</i> 0-2 Marks	Weak to very limited knowledge and understanding of the importance and/or weaknesses of the cabinet.
AO2	Intellectual skills
Intellectual skills relevant to this question	
Ability to analyse how and why cabinet has become weaker, together with reasons why it remains effective and significant. Ability to evaluate the extent to which cabinet remains important.	
<i>Level 3</i> 7-9 Marks	Good to excellent ability to analyse the role of cabinet and to evaluate its importance.
<i>Level 2</i> 4-6 Marks	Limited to sound ability to analyse the role of cabinet and to evaluate its importance.
<i>Level 1</i> 0-3 Marks	Weak to very limited ability to analyse the role of cabinet and to evaluate its importance.
AO3	Communication and coherence
Level 3 6-8 Marks	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary. A well structured response with balance and clear conclusions supported by evidence.
Level 2 3-5 Marks	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. A structured response with some balance and some coherent conclusions drawn.
Level 1 0-2 Marks	Very poor to weak ability to construct and communicate analysis, making little or no use of appropriate vocabulary. Poor or absent structure and weak or absent conclusions.

No. 2 (a)	With reference to the source, outline two constitutional reforms proposed by David Miliband.
AO1	Knowledge and understanding
Key knowledge and understanding	
Reforms referred to by Miliband are : <ul style="list-style-type: none"> <li>• The introduction of the alternative vote for elections to the Commons.</li> <li>• Replacing the current House of Lords with a second chamber elected using PR.</li> <li>• The introduction of a written constitution to bolster the operation of the HRA.</li> </ul>	
5 Marks for at least two reforms identified and explained. 4 marks for two reforms identified but only one explained. 3 marks for two reforms identified but neither explained OR one reform identified and explained. 2 marks for one reform identified with a weak explanation. 1 mark for one reform identified with no explanation.	

No. 2 (b)	With reference to the source and your own knowledge, explain the arguments in favour of introducing a codified constitution.
AO1	Knowledge and understanding
Key knowledge and understanding	
The source refers to the following justifications for a written constitution : <ul style="list-style-type: none"> <li>• The rights and responsibilities of citizens need to be codified.</li> <li>• The way in which government is held to account also needs to be codified, and presumably strengthened.</li> <li>• There will be more democratic engagement (participation) in the act of writing a constitution.</li> <li>• The writing of a constitution will increase the power of citizens, presumably by involving them in the process.</li> <li>• A written constitution will make politics more open and more real for people.</li> </ul> Additional arguments might include : <ul style="list-style-type: none"> <li>• It will make it clearer for citizens how government works.</li> <li>• The introduction of coalition government and its new problems requires a codified set of rules.</li> <li>• It might help to prevent any further drift towards excessive executive power.</li> <li>• It will bring Britain's constitutional requirements into line with other modern democracies.</li> </ul>	
A Level 2 response will typically exhibit the following features: Simply but accurately, two arguments will be explored, at least one from	

the source, together with some material from the candidate's own knowledge.

A Level 3 response will typically exhibit the following features:  
At least three clear arguments will be considered with reasonable accuracy, at least one derived from the source and one from candidate's own knowledge.

<i>Level 3</i> 6-7 Marks	A good number of arguments will be identified, both from the source and from the candidate's own knowledge. It is likely that at least three arguments will be identified from both the source and the candidate's own knowledge. The arguments will be accurately explained.
<i>Level 2</i> 3-5 Marks	A number of arguments will be identified, both from the source and from the candidate's own knowledge. It is likely that at least two arguments will be identified, one from the source and one from the candidate's own knowledge. The arguments will be briefly but not fully explained.
<i>Level 1</i> 0-2 Marks	A limited number of arguments will be identified either from the source or from the candidate's own knowledge. Explanations of arguments will be absent or weak.
A02	Intellectual skills
Intellectual skills relevant to this question	
Ability to explain the proposals and to analyse briefly the ways in which they would improve democracy and the system of government.	
<i>Level 3</i> 3 Marks	Good to excellent ability to analyse the reasons why the various proposals may be an improvement on current arrangements.
<i>Level 2</i> 2 Marks	Limited to sound ability to analyse the reasons why the various proposals may be an improvement on current arrangements.
<i>Level 1</i> 1 Mark	Absent or weak ability to analyse the reasons why the various proposals may be an improvement on current arrangements.



No. 2 (c)	To what extent have the coalition government's proposals to reform the UK constitution been controversial ?
AO1	Knowledge and understanding
<b>Key knowledge and understanding</b>	
<p>The evaluation of controversy applies to both proposals, realised or unrealised. Proposals have included, together with aspects of controversy and/or agreement :</p> <ul style="list-style-type: none"> <li>• The introduction of fixed term parliaments and the introduction of an enhanced majority requirement for a successful vote of no confidence. Some dispute over methods of ending a parliament early.</li> <li>• The possible introduction of AV. Hugely controversial between parties and within the Conservatives. Controversy settled by the referendum.</li> <li>• The completion of House of Lords reform, introducing a partially elected chamber. Agreement 'officially' between the main parties, but great controversy with the Conservative Party and between Lords and Commons.</li> <li>• The equalisation of parliamentary constituency sizes. Some Labour accusations of gerrymandering.</li> <li>• Reduction in the size of the Commons.</li> <li>• Power of recall of MPs by constituencies.</li> <li>• The possible introduction of elected mayors and police commissioners for large cities.</li> <li>• Various proposals concerning devolution</li> <li>• The introduction of the backbench business committee</li> <li>• Any other valid constitutional proposals (such as a British Bill of Rights) can be credited.</li> </ul> <p>A Level 2 response will typically exhibit the following features: At least two proposals described with some knowledge shown of the controversy surrounding at least one of them.</p> <p>A Level 3 response will typically exhibit the following features: At least three proposals clearly described, with good knowledge of the nature of the controversy surrounding them.</p>	
<i>Level 3</i> 6-8 Marks	Good to excellent knowledge and understanding of the proposals with good knowledge and understanding of the nature of the controversies surrounding them.
<i>Level 2</i> 3-5 Marks	Limited to sound knowledge and understanding of the proposals with some knowledge and understanding of the nature of the controversies surrounding them.
<i>Level 1</i> 0-2 Marks	Weak to very limited knowledge and understanding of the proposals with little or no knowledge and understanding of the nature of the controversies surrounding them.

AO2	Intellectual skills
Intellectual skills relevant to this question	
The ability to explain and analyse the reasons for controversy and to evaluate the extent to which the proposals have been controversial.	
Level 3 7-9 Marks	Good to excellent ability to analyse the controversies and to evaluate their extent.
Level 2 4-6 Marks	Limited to sound ability to analyse the controversies and to evaluate their extent.
Level 1 0-3 Marks	Absent or weak ability to analyse the controversies and to evaluate their extent.
AO3	Communication and coherence
Level 3 6-8 Marks	Good to excellent ability to construct and communicate coherent analysis and evaluations, making good use of appropriate vocabulary.
Level 2 3-5 Marks	Limited to sound ability to construct and communicate coherent analysis and evaluations, making some use of appropriate vocabulary
Level 1 0-2 Marks	Very poor to weak ability to construct and communicate coherent analysis and evaluations, making little or no use of appropriate vocabulary.

No. 3	How effective are backbench MPs ?
AO1	Knowledge and understanding
Key knowledge and understanding	
<p>The roles of backbench MPs (also the role of the Commons in general) include the following, together with factors determining positive and negative factors affecting effectiveness. :</p> <ul style="list-style-type: none"> <li>• Representing the interests of constituents – Some opportunities exist to raise issues. MPs vary in how much constituency work they do.</li> <li>• Representing various sections of the community and political causes. Varies from MP to MP. Some can be effective, e.g. Caroline Lucas.</li> <li>• Debating issues in the Chamber. Largely ritualised, unlikely to influence outcomes.</li> <li>• Work on select committees. Strong influence and becoming stronger. Examples include work of Tom Watson</li> <li>• Work on legislative committees. Whipped and unlikely to have any influence.</li> <li>• Work on party policy committees. Decreasing role in view of think tanks and policy agencies.</li> <li>• Sometimes developing private member’s legislation. Rare and difficult.</li> <li>• Calling ministers and government generally to account. Some success, though ministers are adept at avoiding answers. MPs lack</li> </ul>	

<p>research help and often expertise.</p> <p>A Level 2 response will typically exhibit the following features: At least two roles of MPs explored, together with some knowledge of both strengths and weaknesses of those roles.</p> <p>A Level 3 response will typically exhibit the following features: At least three roles of MPs explored, together with sound knowledge of both strengths and weaknesses of those roles.</p>	
Level 3 14-20 Marks	Full and developed knowledge and understanding of the roles of backbench MPs, and of the strengths and weaknesses associated with those roles.
Level 2 7-13 Marks	Limited to sound knowledge and understanding of the roles of backbench MPs, and of the strengths and weaknesses associated with those roles.
Level 1 0-6 Marks	Weak to very limited knowledge and understanding of the roles of backbench MPs, and of the strengths and weaknesses associated with those roles.
AO2	Intellectual skills
Intellectual skills relevant to this question	
Ability to explain and analyse the nature of effectiveness and to evaluate the relative strengths and weaknesses of MPs in relation to their effectiveness.	
Level 3 8-12 Marks	Good to excellent ability to analyse and evaluate the effectiveness of backbench MPs.
Level 2 4-7 Marks	Limited to sound ability to analyse and evaluate the effectiveness of backbench MPs.
Level 1 0-3 Marks	Weak or very limited ability to analyse and evaluate the effectiveness of backbench MPs.
AO3	Communication and coherence
Level 3 6-8 Marks	Good to excellent ability to construct and communicate coherent analysis and evaluations, making good use of appropriate vocabulary. A well developed, clear structure with coherent conclusions.
Level 2 3-5 Marks	Limited to sound ability to construct and communicate coherent analysis and evaluations, making some use of appropriate vocabulary. Some discernible structure with relevant conclusions.
Level 1 0-2 Marks	Very poor to weak ability to construct and communicate coherent analysis and evaluations, making little or no use of appropriate vocabulary. Lacking a clear structure and with weak or absent conclusions.

No. 4	To what extent do judges protect individual rights and freedoms in the UK?
AO1	Knowledge and understanding
<u>Key knowledge and understanding</u>	
<p>The main ways in which the judiciary can protect rights and freedoms, together with their limitations, are :</p> <ul style="list-style-type: none"> <li>• By guaranteeing the rule of law, i.e. ensuring equal treatment under the law, ensuring fair trials and enforcing law against government itself. However, this is vulnerable to parliamentary erosion (e.g reduction of jury trials, double jeopardy etc.).</li> <li>• By declaring and enforcing common law rights and freedoms. However common law can be set aside by new statute law.</li> <li>• By enforcing the European Convention on Human rights. The limitation is that it cannot be enforced against primary Westminster legislation.</li> <li>• By enforcing European legislation on economic and social rights. This is largely unlimited, though it may be noted that UK courts must abide by precedents from the European Court of Justice.</li> <li>• By conducting judicial reviews where citizens or groups may feel they have been the victims of arbitrary power, unequal treatment, injustice etc. This is increasingly effective, though government may grant itself powers with the sanction of parliament.</li> <li>• Some judges have adopted a high profile role in 'championing' rights and freedoms in public forums (e.g. Lords Woolf, Bingham and similar). Such judges have authority and influence. However, their political role remains legally circumscribed.</li> <li>• Arguably the judiciary has become more independent since 2005 so judges may feel freer to challenge executive power.</li> </ul> <p>Candidates should, where possible, use examples and illustrations to support arguments, analysis and evaluation.</p> <p>A Level 2 response will typically exhibit the following features: At least two methods described with some reference made in each case to the strengths and weaknesses of the judiciary in regard to those methods</p> <p>A Level 3 response will typically exhibit the following features: At least three methods clearly described, with effective reference made in each case to the strengths and weaknesses of the judiciary.</p>	
<i>Level 3</i> 14-20 Marks	Good to excellent knowledge and understanding of both the powers of the judiciary, and the limitations to those powers. Good to extensive use made of examples, including some key cases.
<i>Level 2</i> 7-13 Marks	Limited to sound knowledge and understanding of both the powers of the judiciary, and the limitations to those powers. Some, though not extensive, use made of examples, including some key cases.

<i>Level 1</i> 0-6 Marks	Weak and limited knowledge and understanding of both the powers of the judiciary, and the limitations to those powers. Little or no use made of examples.
AO2	Intellectual skills
Intellectual skills relevant to this question	
Ability to analyse the powers of the judiciary and to evaluate them in the light of their limitations and of examples of judicial action	
<i>Level 3</i> 8-12 Marks	Good to excellent ability to analyse and evaluate the effectiveness of the judiciary in protecting rights and freedoms, demonstrating clearly how examples of judicial action inform the evaluation.
<i>Level 2</i> 4-7 Marks	Limited to sound ability to analyse and evaluate the effectiveness of the judiciary in the field of rights and freedoms.
<i>Level 1</i> 0-3 Marks	Weak to very limited ability to analyse and evaluate the effectiveness of the judiciary.
AO3	Communication and coherence
Level 3 6-8 Marks	Good to excellent ability to construct and communicate coherent analysis and evaluation, making good use of appropriate vocabulary. A well developed, clear structure with coherent conclusions.
Level 2 3-5 Marks	Limited to sound ability to construct and communicate coherent analysis and evaluation, making some use of appropriate vocabulary. Some discernible structure with relevant conclusions.
Level 1 0-2 Marks	Very poor to weak ability to construct and communicate coherent analysis and evaluation, making little or no use of appropriate vocabulary. Lacking a clear structure and with weak or absent conclusions.

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