

Mark Scheme (Results)

Summer 2012

GCE Government & Politics
UK Political Issues
6GP03 3A

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No. 1	Explain the main ways in which governments since 1997 have tried to improve standards in secondary education.
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
Candidates should demonstrate an understanding of both Labour and coalition policies. Responses that omit the coalition will not progress beyond level 2.	
The areas that candidates may refer to include:	
<ul style="list-style-type: none"> • Under Blair, core spending per pupil increased by nearly 50%. The coalition plans to increase spending on particular target areas, with the new ‘pupil premium’ for the poorest pupils. This is to be paid directly to schools: head teachers will be encouraged to spend it on reducing class sizes or one-to-one tuition • 35000 more teachers and over 170,000 support workers were recruited under Blair • The introduction of SATS, increased use of target-setting and league tables • The use of Private Finance Initiatives (PFI) to improve the infrastructure of schools and build new schools • Incentives were introduced: these included performance-related pay for teachers and ‘Beacon’ status for excellent schools (additional resources and higher salaries for senior staff). These were introduced alongside additional sanctions for failing schools e.g. transferring senior management or even closure • An element of competition was introduced, with the introduction of parental choice • Systems including ‘Fresh Start’, ‘education action zones’, ‘Excellence in Cities’, specialist status and city academies. These have been extended under the coalition to include any school deemed to be ‘outstanding’ by Ofsted, and have also included the new ‘free schools’ system • The coalition’s Education Bill also plans to increase teachers’ disciplinary powers, an Ofqual inquiry into exam standards, further extension of the academy system to include PRUs and sixth form colleges. 	
A threshold Level 2 response will typically exhibit the following features:	
<ul style="list-style-type: none"> • Largely focused on one area in which governments have tried to improve secondary education • A limited understanding of how this area was meant to improve secondary education 	
A threshold Level 3 response will typically exhibit the following features:	
<ul style="list-style-type: none"> • A clear awareness of at least 2 ways in which governments have tried to improve secondary education • At least one of these ways should refer to a coalition policy 	

LEVELS	DESCRIPTORS
<p>Level 3 (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p>Level 1 (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 2	To what extent has the consensus on law and order come to an end?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>Candidates should demonstrate an awareness that the 1990s saw an increasing consensus on tackling law and order that saw the main political parties adopting policies not only to punish criminals, but also to tackle the social causes of crime.</p> <p>Areas of agreement include:</p> <ul style="list-style-type: none"> • Increasing the use of ‘restorative justice’ and rehabilitation to try to reduce overcrowding in prisons, but the Liberal Democrats would take this one step further and also increase the use of community sentencing • Labour and the Conservatives have in the past argued that the number of prison places needs to be increased to deter criminals. (<i>see below for counter-point</i>) • Reforming police pay and conditions (<i>see below for counter-point</i>) <p>Areas of disagreement include:</p> <ul style="list-style-type: none"> • Electing police commissioners- the Conservatives and the Liberal Democrats both pledge to elect an aspect of police authorities in the 2010 General Election, and in coalition government they plan to introduce these by 2012. Labour, however, oppose such plans. • The review of prison sentencing carried out in 2012 examined how to reduce prison places- Justice Minister Ken Clarke argued that this could be done by tackling the causes of re-offending, but Labour accused him of merely trying to reduce spending as part of the coalition government’s programme of cuts. • By how much to cut police pay- Labour argue that the cuts will damage local police forces ability to protect their community <p>The coalition government have agreed to review Labour’s anti-terrorism legislation, and have already scrapped ID cards and reduced the detention without charge term to 14 days, leading to criticisms of failing to be tough on crime.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Largely focused on one side of the argument: consensus/lack of consensus • Limited knowledge of specific policies that show consensus/lack of consensus <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • A clear awareness of at least 2 points that show consensus/lack of consensus, with an attempt at balance • At least one policy area should refer to post-2010 policies 	

LEVELS	DESCRIPTORS
<p>Level 3 (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p>Level 1 (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 3	Explain why the environmental policies of the coalition government have been criticised.
<p>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</p>	
<p>Candidates should demonstrate an awareness that the environment has become an area of increasing importance in recent years, and that the coalition government promised to be the “greenest government ever”.</p> <p>The coalition government have promoted several green policies since coming to power. These include:</p> <ul style="list-style-type: none"> • Building the high-speed rail network • Scrapping the planned third runway at Heathrow • Setting a target of 25% reduction in carbon emissions in public bodies • A new tax on the carbon emissions for large companies (the Carbon Reduction Commitment) • Funding the training for 1000 apprentices in how to insulate homes • Setting up a Green Investment Bank <p>However, environmental groups have criticised the coalition, arguing that they are focusing too heavily on deficit reduction and ignoring environmental issues. They have also been subject to criticisms particularly in light of the financial cuts they have made e.g. axing funding for the Sustainable Development Commission and slashing funding for renewable energy sources such as offshore wind farms.</p> <p>The coalition may continue to find it difficult to maintain their green credentials in some areas- for example, the Conservatives are in favour of building new nuclear reactors as an alternative form of energy, which the Liberal Democrats oppose- they favour more renewable energy instead (particularly wind power).</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Largely focused on one policy area/one criticism • Limited development of why this policy OR the coalition's environmental record in general has been criticised <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • A clear awareness of at least 2 criticisms • An awareness of both policies and the reasons they have been criticised 	

LEVELS	DESCRIPTORS
<p>Level 3 (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p>Level 1 (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 4	How and why have government spending policies changed since 1997?
<p>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</p>	
<p>Candidates may refer to the following points on the Labour governments, 1997-2010:</p> <ul style="list-style-type: none"> • Labour’s stated aim during its first term was for ‘fiscal prudence’ when taking office: this included a commitment to following Conservative spending projections for the first 2 years in office • Part of this so-called ‘Golden Rule’ included the pledge not to borrow money to finance government expenditure during an economic cycle, and also to keep the National Debt within 40% of GDP • This caused controversy within the Labour Party, as many on the left of the party expected increased public spending immediately- however, the early fiscal prudence allowed Labour to meet its 2001 commitments to increase expenditure on health and education • This later spending was criticised by the Conservatives for breaking the ‘Golden Rule’, and argued to be a return to traditional Labour ‘tax and spend’ policies • The credit crunch and recession caused the abandonment of the ‘Golden Rule’ and a return to the more traditional policy of ‘fiscal stimulus’ • The Brown government was forced to increase public expenditure in order to bail out the banking system and stimulate the economy <p>Candidates may refer to the following points on the coalition government, 2010-present:</p> <ul style="list-style-type: none"> • The coalition has introduced ‘austerity measures’ to deal with the recession, with a wide range of spending cuts planned across all government departments, and public services in particular • Cameron has argued that the economy is too reliant on government spending, and so wants to encourage the private sector to take a more active role in promoting economic growth <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Attempts to address either how OR why • Largely focused on one issue e.g. the ‘Golden Rule’ or the impact of the recession <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • A clear awareness of at least 2 policies (at least one ‘how’ and at least one ‘why’) • Attempts to link the how and the why together i.e. why a specific policy/government approach changed/was replaced 	

LEVELS	DESCRIPTORS
<p>Level 3 (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p>Level 1 (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 5	Explain the arguments in favour of directly elected police commissioners.
<p>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</p>	
<p>Candidates should demonstrate an awareness that directly electing police commissioners or police authorities were 2010 General Election pledges for both the Conservative and Liberal Democrat parties, and that in coalition they pledged to hold the first elections for police commissioners in May 2012- this has now been delayed until November.</p> <p>Arguments for directly elected police commissioners include:</p> <ul style="list-style-type: none"> • They will replace the current police authorities who are, arguably, weak and unable to hold chief constables fully to account • Consequently, they will make the police more accountable locally and subject to stricter checks and balances- the Home Secretary argues that the police have become too bureaucratic • They will cost less than the existing police authority structure, according to the Home Secretary • They will give the public more say over how their local area is policed and therefore strengthen local democracy • The use of elections will lead to new ideas and the best police leaders being promoted: local oversight will make the police more attentive to public concerns • They are part of a raft of measures that will strengthen the powers that police and councils need to tackle crime and disorder <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Largely focused on one argument in favour • A limited understanding of the policy and the reasons for it <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • A clear awareness of at least 2 arguments in favour • An awareness of the political arguments in favour 	

LEVELS	DESCRIPTORS
<p>Level 3 (11-15 marks)</p>	<p>Good to excellent:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<p>Level 2 (6-10 marks)</p>	<p>Limited to sound:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<p>Level 1 (0-5 marks)</p>	<p>Very poor to weak:</p> <ul style="list-style-type: none"> • knowledge and understanding of relevant institutions, processes, political concepts, theories or debates. • ability to analyse and explain political information, arguments and explanations. • ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No. 6	To what extent does globalisation take economic policy out of the control of UK governments?
<p>Indicative content (<i>this is not an exhaustive account of relevant points</i>)</p>	
<p>Candidates should be able to identify a range of factors that determine economic policy. These <u>could</u> include:</p> <ul style="list-style-type: none"> • The political party in power • The economic climate • International commitments e.g. EU membership • Economic theories such as neo-liberalism, Keynesianism, free market economics, the 'Third Way' in economics, globalisation <p>Conservatives would argue that although recent economic policy has been determined by the need to react to and deal with the economic crisis of 2008 and its consequences, their economic policy in coalition has largely been determined by the Labour government's poor handling of the economic crisis. They claim that their programme of cuts has been inevitable because of Labour's largely spending-driven response to the economic crisis, which has left the UK with a huge budget deficit.</p> <p>Labour would counter this with the argument that global economic forces can overwhelm government policy, and that their fiscal stimulus response was only a short-term measure designed to promote growth in the economy. They would also argue that no one could have predicted the economic crisis of 2008, and that prior to that their management of the economy was determined by their 'Third Way- using the welfare state to target those most in need, whilst also intervening as little as possible in the markets. They would argue that they in fact showed a great deal of control over the economy, choosing to devolved control of interest rates to the Bank of England, setting up the five 'economic tests' for joining the Euro and with their programme of reforms to the welfare state that heavily influenced economic policy.</p> <p>However, the impact on the UK economy of the collapse of the sub-prime market in the US- part of increasing globalisation- has shown that economic decisions in the future will need to take account of globalisation. The major parties have suggested that moves be made towards international regulation of banking and financial institutions.</p> <p>Economic policy is also affected by membership of the EU- although the UK has not joined the Euro, decisions in the UK still have to take account of issues that directly affect the UK economy e.g. CAP, Common Fisheries Policy, financial contributions to the EU budget etc. The UK has, however, resisted attempts to create EU-wide financial policy, preferring to make economic policy at a national level.</p> <p>Other factors that may affect economic policy includes relations with other countries, as seen with the UK contribution to the Irish bailout. The political climate of the day can also help determine economic policy, for example the popularity of the government and the proximity of elections.</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Largely one-sided, most likely agreeing with globalisation taking economic policy out of the control of UK governments • Limited references to other factors OR political views on this 	

A threshold Level 3 response will typically exhibit the following features:

- A clear awareness of at least 2 factors discussed
- Attempts balance with an evaluative conclusion in answer to the question on controlling economic policy

A01	Knowledge and understanding
Level 3 (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
A02	Intellectual skills
Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
A02	Synoptic skills
Level 3 (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Limited to sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
Level 1 (0-4 marks)	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions

A03	Communication and coherence
<i>Level 3</i> (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 7	'The coalition government's proposed changes to NHS ensure continuity rather than radical change'. Discuss.
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Indicative content (*this is not an exhaustive account of relevant points*)

Candidates should demonstrate an awareness that the NHS has undergone a great deal of reform in recent years because of criticisms such as spiralling costs and continued inefficiency. They should also understand that the 'principles' referred to in the question include free at the point of delivery, universality and equality.

Coalition proposed reforms include:

- Giving GPs more independence by phasing out PCTs and allowing GPs to form consortiums
- Freeing hospitals from central control
- Setting up an independent board to oversee services

The reforms would allow GPs far more power and independence, which Labour argues will affect equality as and universality, as allowing private health firms to get involved will lead to a 'two-tier' health system as some consortiums may only opt to deal with 'easy' cases. The Liberal Democrats (despite being in coalition) have also opposed these plans.

The plan to free hospitals has led to claims that this is effectively privatisation of the NHS, and may in fact lead to the closure of some hospitals to make way for new providers who offer more limited services, rather than enhancing services.

However, initial health care is still free at the point of delivery, and there is no means-testing or discrimination in services offered. The Conservatives argue that the reforms are necessary as increasing costs and unrealistic expectations mean that rational choices have to be made about how to run an increasing unwieldy body- particularly in the current economic climate. The Conservatives also argue that it is sensible to introduce PFI and market forces in to NHS care to ensure that services are run efficiently and with the best allocation of resources.

None of the main political parties plan to scrap or further privatise the NHS, merely to encourage more use of private healthcare amongst those who can afford it to lift some of the burden from the NHS.

A threshold Level 2 response will typically exhibit the following features:

- Limited awareness of the coalition government's NHS reforms
- Largely one-sided in the arguments presented

A threshold Level 3 response will typically exhibit the following features:

- A clear awareness of the coalition government's reforms
- Attempts balance with an evaluative conclusion in answer to the question on how radical the reforms are

A01	Knowledge and understanding
Level 3 (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 2 (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
Level 1 (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
A02	Intellectual skills
Level 3 (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
Level 2 (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
Level 1 (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations
A02	Synoptic skills
Level 3 (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Limited to sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
Level 1 (0-4 marks)	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions

A03	Communication and coherence
<i>Level 3</i> (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
<i>Level 2</i> (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
<i>Level 1</i> (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

No. 8	To what extent have UK policies on climate change been influenced by EU and other international agreements?
Indicative content (<i>this is not an exhaustive account of relevant points</i>)	
<p>The UK government <u>must</u> take account of is the EU: 80% of UK legislation on the environment is estimated to come from the EU. For example, the EU Landfill Directive requires members to reduce landfill waste by 50% by 2013 and 65% by 2020. Maastricht and Amsterdam made sustainable development one of the EU's central objectives. Sustainable development is also a key objective in the Lisbon Treaty, and in 2010 the EU renewed a number of Environmental Directives to ensure they comply with Lisbon.</p> <p>The EU also signed the Kyoto Treaty, committing its members to reduce carbon emissions by 8% by 2012. The newer 20:20:20 Climate Change Package set new targets for 20% of energy to come from renewable sources and carbon emissions to be reduced by 20% by 2020.</p> <p>However, EU membership does not automatically mean that the UK fulfils all the directives decided. For example, the UK government is on the verge of being fined £300m for breaching EU air quality rules. Furthermore, in 2009 the European Court of Justice ruled that EU states can set their own limits on CO2 emissions, and that the EU Commission cannot enforce common quotas- thus allowing the UK to set its own targets.</p> <p>The coalition government has claimed that they will be the 'greenest government ever', and as such have agreed a wide raft of measures to deal with environmental issues. Many of these measures aim to reduce carbon emissions, thus fulfilling treaty obligations, but some also go further than that. The Green Investment Bank, for example, aims to encourage the use of clean energy and low-carbon projects- however, questions have been raised about how effective the GIB will be and the impact it will have, as it may not be allowed to raise extra capital over and above what the government initially invests.</p> <p>The coalition has, however, signalled their willingness to not only meet but surpass international obligations with the instigation of the 10:10 policy, and also their new 25 in 5 policy (reducing public sector emissions by 25% by 2015).</p> <p>A threshold Level 2 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • Largely one-sided, most likely agreeing with UK policies on climate change being mainly influenced by treaties • Limited references to other factors OR political views on this <p>A threshold Level 3 response will typically exhibit the following features:</p> <ul style="list-style-type: none"> • A clear awareness of at least 2 factors discussed • Attempts balance with an evaluative conclusion in answer to the question on what determines UK climate change policy 	

A01	Knowledge and understanding
<i>Level 3</i> (9-12 marks)	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 2</i> (5-8 marks)	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
<i>Level 1</i> (0-4 marks)	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates
A02	Intellectual skills
<i>Level 3</i> (9-12 marks)	Good to excellent ability to analyse and evaluate political information, arguments and explanations
<i>Level 2</i> (5-8 marks)	Limited to sound ability to analyse and evaluate political information, arguments and explanations
<i>Level 1</i> (0-4 marks)	Very poor to weak ability to analyse and evaluate political information, arguments and explanations

A02	Synoptic skills
Level 3 (9-12 marks)	Good to excellent ability to identify competing viewpoints or perspectives, and clear insight into how they affect the interpretation of political events or issues and shape conclusions
Level 2 (5-8 marks)	Limited to sound ability to identify competing viewpoints or perspectives, and a reliable awareness of how they affect the interpretation of political events or issues and shape conclusions
Level 1 (0-4 marks)	Very poor to weak ability to identify competing viewpoints or perspectives, and a little awareness of how they affect the interpretation of political events or issues and shape conclusions
A03	Communication and coherence
Level 3 (7-9 marks)	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary
Level 2 (4-6 marks)	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary
Level 1 (0-3 marks)	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary

SUMMARY A2 MARKING GRIDS

These grids should be used in conjunction with the fuller Level descriptors.

PART A - SHORT QUESTIONS (15 marks)

Level 3	Excellent	15
	Very good	13-14
	Good	11-12
Level 2	Sound	10
	Basic	8-9
	Limited	6-7
Level 1	Weak	4-5
	Poor	2-3
	Very poor	0-1

PART B – ESSAY QUESTIONS (45 marks)

<i>A01 / A02 / Synopticity</i>	
Level 3 (Good to excellent)	9-12
Level 2 (Limited to sound)	5-8
Level 1 (Very poor to weak)	0-4

<i>A03</i>	
Level 3 (good to excellent)	7-9
Level 2 (Limited to sound)	4-6
Level 1 (Very poor to weak)	0-3

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