

# Mark Scheme (Results)

January 2013

GCE Government and Politics (6GP01)  
Paper 01 People and Politics

## **Edexcel and BTEC Qualifications**

Edexcel and BTEC qualifications come from Pearson, the world's leading learning company. We provide a wide range of qualifications including academic, vocational, occupational and specific programmes for employers. For further information visit our qualifications websites at [www.edexcel.com](http://www.edexcel.com) or [www.btec.co.uk](http://www.btec.co.uk) for our BTEC qualifications.

Alternatively, you can get in touch with us using the details on our contact us page at [www.edexcel.com/contactus](http://www.edexcel.com/contactus).

If you have any subject specific questions about this specification that require the help of a subject specialist, you can speak directly to the subject team at Pearson. Their contact details can be found on this link: [www.edexcel.com/teachingservices](http://www.edexcel.com/teachingservices).

You can also use our online Ask the Expert service at [www.edexcel.com/ask](http://www.edexcel.com/ask). You will need an Edexcel username and password to access this service.

## **Pearson: helping people progress, everywhere**

Our aim is to help everyone progress in their lives through education. We believe in every kind of learning, for all kinds of people, wherever they are in the world. We've been involved in education for over 150 years, and by working across 70 countries, in 100 languages, we have built an international reputation for our commitment to high standards and raising achievement through innovation in education. Find out more about how we can help you and your students at: [www.pearson.com/uk](http://www.pearson.com/uk)

January 2013

Publications Code US034575

All the material in this publication is copyright

© Pearson Education Ltd 2013

## 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.

### Placing a mark within a level mark band

- The instructions below tell you how to reward responses within a level. Follow these unless there is an instruction given within a level. However, where a level has specific guidance about how to place an answer within a level, **always** follow that guidance.
- **2 mark bands**  
Start with the presumption that the mark will be the higher of the two.  
An answer which is poorly supported gets the lower mark.
- **3 mark bands**  
Start with a presumption that the mark will be the middle of the three.  
An answer which is poorly supported gets the lower mark.  
An answer which is well supported gets the higher mark.
- **4 mark bands**  
Start with a presumption that the mark will be the upper middle mark of the four.  
An answer which is poorly supported gets a lower mark.  
An answer which is well supported and shows depth or breadth of coverage gets the higher mark.

- Mark schemes will indicate within the table where, and which strands of QWC, are being assessed. The strands are as follows:

*i) ensure that text is legible and that spelling, punctuation and grammar are accurate so that meaning is clear*

*ii) select and use a form and style of writing appropriate to purpose and to complex subject matter*

*iii) organise information clearly and coherently, using specialist vocabulary when appropriate.*

No.1a	What is meant by the term party system?
<b>Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)</b>	
<ul style="list-style-type: none"> <li>• A party system examines political parties in the political structure and attempts to place them in to various categories or types</li> <li>• The party system attempts to define the relationships within the political structure as to how parties function and operate and importantly how close they are to achieving governing status/power</li> <li>• A two party system is where only two of the parties (out of many) who contest the election have any chance of achieving governmental power</li> <li>• A two and a half party system is where there are two major parties who can have a significant take in government plus a minor or 'third party' this is similar to the current situation in the UK</li> <li>• Other party system categories include multi-party systems and one party dominant systems.</li> </ul>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• <b>1 mark for</b> an aspect 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> <li>• <b>If only examples are used and there is no clear supporting definition of a party system the maximum mark obtainable is 3.</b></li> </ul>	

No. 1b	Explain how and why party representation may be affected by any <b>three</b> different electoral systems.
<b>AO1</b>	<b>Knowledge and understanding</b>
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>There are several ways by which different electoral systems affect party representation</p> <ul style="list-style-type: none"> <li>FPTP ensures a winners bonus whereby the governing party enjoys a higher % of seats than their vote collected, it also can discriminate against parties who have a geographical spread of votes as opposed to a concentration of votes</li> <li>The Closed Party list ensures a more accurate % of vote to % of seats than other systems and is very proportional. It benefits smaller parties. The Closed List serves to reduce the bias to the large parties enjoyed under FPTP. Smaller parties who fair badly under FPTP may have an improved representation under the Closed List system e.g. UKIP</li> <li>The list component of AMS compensates parties who have not been successful under the constituency element of the system. The Conservative Party has benefited from this in the Scottish Devolved elections</li> </ul> <p>Other links and examples may be developed with each different electoral system.</p> <p>Speculation surrounding the possible effects of introducing different electoral systems than those in place now can be credited.</p> <p>Threshold level 2 – We expect that a link is made between party representation and electoral systems with reference to at least two electoral systems showing how party representation is affected.</p> <p>Threshold level 3 – We expect that a clear link is made between party representation and electoral systems with reference to at least three electoral systems linking this clearly to party representation.</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><b>Ability to evaluate and explain how and why electoral systems affect party representation.</b></li> </ul>	
<b>Level 3</b> <b>3 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<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.
-------------------------------------	---

1c	Assess the advantages of using proportional representation electoral systems.
<b>AO1</b>	<b>Knowledge and understanding</b>
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>Many advantages have been cited for the use of proportional electoral systems.</p> <ul style="list-style-type: none"> <li>• It is claimed that proportional systems increase turnout as voters feel that their vote will count and be effective, it will not be wasted and used to make a difference. However evidence is not conclusive as to this claim, for example turnout for devolved elections is not higher than those for Westminster elections.</li> <li>• It is claimed that proportional systems increase legitimacy as the outcome is more accurate it means that both Governments and individual representatives can rightly claim victory with a 'fair' system of turning votes in to seats. However following elections in the UK under non-proportional systems such as FPTP there is no heavily contested argument over the victor, for even following the outcome of the May 2010 General Election the formation of the coalition was seen as legitimate and just</li> <li>• Proportional electoral systems will produce a more reflective and accurate outcome for small parties who under simple plurality systems will suffer, in reality this may mean growth and fair representation for the Green Party for example. However it may mean that some extreme parties gain a foothold in Parliamentary politics which have racist and un-democratic views and this could de-stabilise society.</li> <li>• Proportional electoral systems are more likely to produce a coalition government which has at its core compromise and conciliation between different views in society. However, coalitions can also be unstable and may fragment society as such proportional systems may harm democratic government.</li> <li>• Under proportional electoral systems there are less likely to be 'safe seats' as under plurality systems. Seats which do not change hands and where some voters feel that their vote will simply be wasted and does not count, under systems of PR this is less prone to occur. However it is inevitable that some votes will have to be wasted, we cannot all vote for the winner and elections have to be combative and produce an outcome and a winner, PR is prone not to deliver a clear end result.</li> </ul> <p>Threshold level 2 – we expect to see three specific advantages which are explained.  Threshold level 3 – we expect to see four specific advantages which are clearly explained and developed. There will be a conclusion and / or some summative comments made.</p>	
<b>Level 3</b> <b>6-8 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2</b> <b>3-5 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>• <b>Ability to assess the alleged advantages of proportional electoral systems</b></li> <li>• <b>Ability to identify parallels/connections/similarities and differences which may result as a consequence of using proportional electoral systems</b></li> </ul>	
<b>Level 3</b> <b>7-9 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</b> <b>4-6 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>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>AO3</b>	<b>Communication and coherence</b>
<b>Appropriate vocabulary in this question may include terms such as safe seats, tactical voting, electoral deserts and other relevant and illustrative terminology.</b>	
Level 3 6-8 Marks	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 3-5 Marks	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 0-2 Marks	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No.2a	Describe <b>two</b> political ideas that are considered to be right wing.
<b>Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)</b>	
<p>There are various political ideas which are considered to be right wing some of which include:</p> <ul style="list-style-type: none"> <li>• Right wing political ideas stress a reduction in the role of the state and as such we see the reduction of the role of welfare and social security in the lives of the individual</li> <li>• Right wing political ideas stress the importance of private ownership in business and for home ownership. There is a preference for privatisation of state assets.</li> <li>• Right wing ideas stress the promotion of a free market with minimal interference from the state.</li> <li>• Right wing ideas emphasise the need for authority and thus stress law and order as priorities in society and therefore we see policies linked to punishment and retribution for crime and criminals</li> </ul>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• <b>1 mark for</b> each 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>	

No. 2b	Explain <b>three</b> ways in which any one of the major political parties is internally divided
<b>AO1</b>	<b>Knowledge and understanding</b>
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>The Conservative Party is internally divided along several routes some of which include:</p> <ul style="list-style-type: none"> <li>• The approach to the EU and the degree of integration within the body</li> <li>• The division between those who adamantly adhere to Thatcherite policies and those who favour a more one nationalist approach to policy and ideas</li> <li>• There is some tension within the party over the coalition partnership with the Liberal Democrats and the concessions which have been made in government.</li> </ul> <p>The Labour Party is internally divided along several routes some of which include:</p> <ul style="list-style-type: none"> <li>• The attitude to the last Labour government 1997-2010 and the policies it pursued such as war in Iraq</li> <li>• Tensions between how far the party should follow the free market agenda or increase the role and scope of the state</li> <li>• Tensions within the party over the style and direction of its leader(s) and the progress the party has made in opposition</li> </ul> <p>The Liberal Democratic Party is internally divided along several routes some of which include:</p> <ul style="list-style-type: none"> <li>• Divisions between the Social liberals and the Orange Book liberals, with the latter having different agenda goals.</li> <li>• Tensions within the party over the compromises which have been made to share government with the Conservatives.</li> <li>• Tensions between the small parliamentary party and the wider grassroots' membership.</li> </ul> <p>Other relevant factors which clarify disunity within one party may be advanced.</p> <p>Threshold Level 2 – expect to see two ways in which any one political party has internal divisions.  Threshold Level 3 – expect to see three ways in which any one political party has internal divisions.</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>• <b>Ability to analyse and explain the areas of disunity within one major political party.</b></li> </ul>	
<b>Level 3</b> <b>3 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences

<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.

No.2c	To what extent do the major parties differ over policies and ideas?
<b>AO1</b>	<b>Knowledge and understanding</b>
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>There is evidence that the major political parties differ over policies and ideas</p> <ul style="list-style-type: none"> <li>• There is divergence over the approach to cutting the current deficit between Labour and the parties in the Coalition</li> <li>• There is some disagreement over economic policy this covers banking and business taxes, especially the reduction of the 50p tax rate to 45p</li> <li>• There is some disagreement over education policy, the creation of free schools for instance between Labour and the parties in the Coalition</li> <li>• There is disagreement between the major parties over welfare policy and how the state should support the vulnerable</li> <li>• There is fundamental disagreement between the Labour Party and the Coalition parties over the reform programme for the NHS</li> </ul> <p>In recent years it has been alleged that there is little difference in policy and ideas between the major parties. The evidence is based on:</p> <ul style="list-style-type: none"> <li>• All parties subscribe to a post Thatcherite agenda. This includes a commitment to a free market</li> <li>• All parties subscribe to a post-Blair constitutional package</li> <li>• This sees a commitment to devolution and House of Lords reform</li> <li>• All parties follow a similar line in foreign policy. This is seen in the commitment to troops in Afghanistan and the commitment to the war on terror</li> <li>• All parties are committed to certain provision of social services</li> <li>• All parties subscribe to have green credentials. This is seen overlapping environmental policy and ideas of all major parties.</li> </ul> <p>Both sides of the debate will be addressed and a conclusion reached</p> <p>Threshold level 2 – we expect to see three differences / similarities which are explained.  Threshold level 3 – we expect to see four differences / similarities which are clearly explained and developed. Both sides of the debate will be addressed. There will be a conclusion and / or some summative comments made.</p>	
<b>Level 3</b> <b>6-8 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2</b> <b>3-5 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>• <b>Ability to analyse and explain the case for and against the accuracy of the question.</b></li> <li>• <b>Ability to evaluate the contemporary context relating to political parties and their ideas and policies.</b></li> </ul>	
<b>Level 3</b> <b>7-9 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</b> <b>4-6 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>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>AO3</b>	<b>Communication and coherence</b>
Appropriate vocabulary in this question may include terms such as consensus politics adversary politics, bilateralism, policy formulation and policy making amongst other pertinent political terminology.	
<b>Level 3</b> <b>6-8 Marks</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>Level 2</b> <b>3-5 Marks</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>Level 1</b> <b>0-2 Marks</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No.3a	Describe <b>two</b> ways in which pressure groups promote political participation
<b>Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)</b>	
<p>Pressure groups promote political participation in some of the following ways:</p> <ul style="list-style-type: none"> <li>• Pressure groups aim to circulate information which will educate and inform the public which will make them inclined to participate</li> <li>• They encourage members of the public to vote in elections to support a political party which may endorse the pressure group's views</li> <li>• They organise protest to raise awareness and secure participation to make the public aware of political issues and make them inclined to be involved in a cause</li> <li>• They actively campaign to raise funds and secure financial participation from the public.</li> <li>• They can use direct action to raise awareness and secure political participation.</li> </ul>	
<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 description which shows expansive, comprehensive knowledge and understanding.</li> </ul>	

No. 3b	Explain <b>three</b> reasons why pressure group activity may undermine democracy.
<b>AO1</b>	<b>Knowledge and understanding</b>
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>There have been many suggestions by which pressure groups may undermine democracy these include:</p> <ul style="list-style-type: none"> <li>• Pressure groups themselves have very undemocratic process for policy formulation and office selection</li> <li>• They may take direct action which harms people's lives</li> <li>• They may take illegal action against democratic principles</li> <li>• Some pressure groups on account of their wealth or status may secure an undemocratic advantage over other groups</li> <li>• They may make material mistakes and prevent a government from carrying out its legitimate actions to secure the wider public well being.</li> <li>• Their activity may create hyper – pluralism which may frustrate democratic decision making.</li> </ul> <p>Other reasons may be advanced</p> <p>Threshold Level 2 – expect to see two ways in which a pressure group undermines democracy.  Threshold Level 3 – expect to see three ways in which a pressure group undermines democracy.</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>• <b>Ability to analyse and explain three activities by which pressure groups damage democracy.</b></li> </ul>	
<b>Level 3</b> <b>3 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<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.



No.3c	To what extent is the success of pressure groups a reflection of their level of public support?
<b>AO1</b>	<b>Knowledge and understanding</b>
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>The case that pressure group success is a reflection of their level of public support cite the following:</p> <ul style="list-style-type: none"> <li>• Pressure groups are successful largely when the public support the cause and endorse support such as the campaign to secure settlement for the Gurkhas</li> <li>• Governments often act when public support is on the side of the pressure group such as the campaign to prevent the selloff of the Forestry Commission</li> <li>• Certain causes such as the environment, animal and child welfare enjoy success as their causes motivate public support on a large scale.</li> </ul> <p>However not all agree that that pressure group success is a reflection of the level of public support alone and cite the following:</p> <ul style="list-style-type: none"> <li>• Governments have ignored large campaigns such as the Stop the War campaign and the campaigns to prevent the increase in Student tuition fees</li> <li>• Governments such as the coalition have ignored huge protests over the cuts in public expenditure</li> <li>• Pressure group success is built on a variety of factors and levels of public support is one of many</li> <li>• The above could include organisation, insider status, good leader, finance etc.</li> </ul> <p>Threshold level 2 – we expect to see three aspects of pressure group success which are explained. There will be reference and reflection towards levels of public support</p> <p>Threshold level 3 – we expect to see four aspects of pressure group success which are clearly explained and developed. Both sides of the debate will be addressed. There will be clear reference and understanding of levels of public support fully addressing the question. There will be a conclusion and / or some summative comments made.</p>	
<b>Level 3</b> <b>6-8 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2</b> <b>3-5 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>• <b>Ability to analyse and explain the vastly different views on pressure group success.</b></li> <li>• <b>Ability to evaluate the question set and reach a considered conclusion.</b></li> </ul>	
<b>Level 3</b> <b>7-9 Marks</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 2</b> <b>4-6 Marks</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>Level 1</b> <b>0-3 Marks</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>AO3</b>	<b>Communication and coherence</b>
Appropriate vocabulary in this question may include terms such as insider outsider status, cheque book membership and other pertinent illustrative terminology.	
Level 3 6-8 Marks	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
Level 2 3-5 Marks	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
Level 1 0-2 Marks	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.

No.4a	Outline <b>two</b> features of the UK's system of parliamentary democracy
<b>Indicative content (<i>The following does not exhaust relevant points or appropriate knowledge</i>)</b>	
<p>The UK's system of parliamentary democracy has many features, these include:</p> <ul style="list-style-type: none"> <li>• Two Houses of Parliament one elected the other largely appointed</li> <li>• The government secures its authority normally from a majority of MP's in the Commons</li> <li>• These elections normally take place within a five year window although in theory the PM can call an election with permission from the Monarch at his/her choosing. This has been modified under the Coalition agreement to set a fixed term Parliament for this current session</li> <li>• Parliament is considered to be the highest source of authority in the UK's democratic structure.</li> </ul>	
<b>AO1</b>	<b>Knowledge and understanding</b>
<ul style="list-style-type: none"> <li>• <b>1 mark for</b> each feature accurately identified</li> <li>• <b>Up to 3 marks for</b> a more detailed or developed description <b><i>of a particular feature</i></b> which shows an expansive, comprehensive knowledge and understanding.</li> </ul>	

No. 4b	Explain how and why the use of digital democracy could make the UK more democratic
<b>AO1</b>	<b>Knowledge and understanding</b>
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>Digital democracy refers to the various ways by which modern and often electronic mediums can engage and secure participation of the public in the political environment.</p> <p>It could work in the following circumstances:</p> <ul style="list-style-type: none"> <li>• The greater use of the internet to gauge public opinion by mini referenda and e-petitions.</li> <li>• The use of the internet to activate political debate by means such as twitter/facebook.</li> <li>• The incorporation of mobile phone or hand held medium to involve the public in decision making at various levels</li> <li>• E-technology could replace traditional voting methods of going to the polling station</li> </ul> <p>All of the above are how it can be done, why it is necessary is because:</p> <ul style="list-style-type: none"> <li>• Turnout is declining at all levels of elections</li> <li>• It would lead to greater levels of direct democracy</li> <li>• It would hold politicians more to account if initiatives and recall could be part of the e-technology revolution</li> </ul> <p>Threshold Level 2 – expect to see two examples of digital democracy in the UK. Threshold Level 3 – expect to see three examples of digital democracy in the UK.</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>	
• <b>Ability to analyse and explain various forms of digital democracy.</b>	
<b>Level 3</b> <b>3 Marks</b>	Good or better ability to analyse and evaluate political information, arguments and explanations, and identify parallels, connections, similarities and differences
<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.

No.4c	Should direct democracy be more widely used in the UK?
<b>AO1</b>	<b>Knowledge and understanding</b>
<b>Key knowledge and understanding (<i>This is not an exhaustive account of relevant points</i>)</b>	
<p>Direct democracy should be more widely used in the UK because:</p> <ul style="list-style-type: none"> <li>• Turnout at various elections is low and direct democracy would engage and enliven politics to raise participation levels as people became more involved with decision making.</li> <li>• Direct democracy may reduce the power and control of organised political parties which are alleged to stifle representative democracy however direct democracy will hand power to the people. Building on from this it may mean that political choice and options multiply from the narrow party political spectrum</li> <li>• Wider use of direct democracy would mean that the bias or faults with electoral systems would be reduced as representatives' power may be reduced.</li> <li>• A wider use of referendums will enliven political life and hand power directly to the wider general public</li> <li>• If the public had to make more decisions and become more involved in political life there is a greater chance that they would be better educated. This may foster a greater sense of civic duty and commitment to the political system</li> </ul> <p>However the wider use of direct democracy may have an adverse impact in the UK</p> <ul style="list-style-type: none"> <li>• There is no substantial evidence that the public in the UK wish for more direct democracy</li> <li>• The turnout at referendums is not higher than the turnout for general elections, note the turnout at the referendum on AV in May 2011</li> <li>• The link between greater political education with direct democracy and the increased use of referendums is tenuous. There is little evidence that the general public were better informed about the electoral system after the AV referendum in May 2011</li> <li>• Political parties are essential in a mass society and are required to act as a filter for both ideas and representation, their role cannot be diminished</li> <li>• Wider use of direct democracy could de-stabilise political life and introduce far more volatility.</li> </ul> <p>Other points for and against the wider use of direct democracy may be advanced</p> <p>Threshold level 2 – we expect to see three points raised which are in favour or against the increased use of direct democracy.</p> <p>Threshold level 3 – we expect to see four points raised which are in favour or against the increased use of direct democracy. Both sides of the debate will be addressed. There will be a conclusion and / or some summative comments made.</p>	
<b>Level 3</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>6-8 Marks</b>	
<b>Level 2</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.

<b>3-5 Marks</b>	
<b>Level 1</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>0-2 Marks</b>	
<b>AO2</b>	<b>Intellectual skills</b>
<b>Intellectual skills relevant to this question</b>	
<ul style="list-style-type: none"> <li>• <b>Ability to analyse and explain the impact of the wider use of direct democracy in the UK.</b></li> <li>• <b>Ability to evaluate the changes that direct democracy would create.</b></li> </ul>	
<b>Level 3</b>	Good to excellent knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>7-9 Marks</b>	
<b>Level 2</b>	Limited to sound knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>4-6 Marks</b>	
<b>Level 1</b>	Very poor to weak knowledge and understanding of relevant institutions, processes, political concepts, theories or debates.
<b>0-3 Marks</b>	
<b>AO3</b>	<b>Communication and coherence</b>
Appropriate vocabulary in this question may include terms such as political apathy, democratic deficit, legitimacy, participation crisis and other pertinent illustrative terminology.	
<b>Level 3</b>	Good to excellent ability to construct and communicate coherent arguments, making good use of appropriate vocabulary.
<b>6-8 Marks</b>	
<b>Level 2</b>	Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary.
<b>3-5 Marks</b>	
<b>Level 1</b>	Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary.
<b>0-2 Marks</b>	

Further copies of this publication are available from  
Edexcel Publications, Adamsway, Mansfield, Notts, NG18 4FN

Telephone 01623 467467

Fax 01623 450481

Email [publication.orders@edexcel.com](mailto:publication.orders@edexcel.com)

Order Code US034575 January 2013

For more information on Edexcel qualifications, please visit our website  
[www.edexcel.com](http://www.edexcel.com)

Pearson Education Limited. Registered company number 872828  
with its registered office at Edinburgh Gate, Harlow, Essex CM20 2JE

Ofqual



Llywodraeth Cynulliad Cymru  
Welsh Assembly Government

