

Mark Scheme (Results)

January 2013

GCE Government and Politics (6GP02)
Paper 01 Governing the UK

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 or 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.

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.

You can also use our online Ask the Expert service at 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

January 2013

Publications Code US034578

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. 1 (a) | With reference to the source, describe how the introduction of fixed-term Parliaments has affected prime ministerial power. |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding | |
| <p>The source refers to two ways in which prime ministerial power is affected :</p> <ul style="list-style-type: none"> • He cannot call an election when events are in his party’s favour. • Second he can plan his programme in the knowledge of when the next election will be held. | |
| <p>One mark for one issue inadequately identified. Two marks for correctly identifying one of the above points. Three marks for identifying both. Up to two additional marks for an explanation of the point(s) made. For example:</p> <ul style="list-style-type: none"> • Events might be a favourable state of the economy, or a successful foreign policy (such as Libya), or some favourable crime figures. • Planning a programme might mean introducing more popular legislation just before an election, such as tax cuts or pension increases. | |

| | |
|---|--|
| No. 1 (b) | With reference to the source and your own knowledge, explain three reforms, other than fixed-term Parliaments, which could limit the powers of the prime minister. |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding | |
| <p>From the source :</p> <p>A codified constitution would more clearly outline the powers of the prime minister and, by implication, preventing a drift to greater powers. It would prevent a prime minister from defining his own role.</p> <p>From own knowledge:</p> <p>Examples of possible reforms would be :</p> <ul style="list-style-type: none"> • Forcing the prime minister to seek parliamentary approval for acts of war, the signing or treaties. • Transferring some of his patronage powers to parliament or other bodies. • Introducing fixed terms of office for him/her • Making him more directly accountable to parliament. • Reform of the electoral system, making large majorities unlikely. • The introduction of an elected London mayor and devolution generally create rival centres of power. • Greater European integration. • An elected second chamber. • Any other cogent and feasible suggestion by the candidate. <p>N.B</p> <ul style="list-style-type: none"> • Reforms that limit the power of government as a whole do, by implication, limit the power of the prime minister and so are valid. • Constitutional reforms that have already been made are also valid. <p>A Level 2 response will typically exhibit the following features: Simply but accurately, it will explain two reforms, at least one reform 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 reforms, at least one reform will be identified and discussed from the source, together with some material from the candidate's own knowledge.</p> | |

| | |
|---|---|
| Level 3 5-7 Marks | Good to excellent knowledge and understanding of both the issue contained in the source and issues from the candidate's own knowledge. Probably at least two additional issues will be identified. |
| Level 2 3-4 Marks | Limited to sound knowledge of both the issue contained in the source and issues from the candidate's own knowledge. At least one additional possibility will be identified and explained extremely well, or, preferably, two additional points. |
| Level 1 0-2 Marks | Very poor to weak knowledge and understanding of the issue contained in the source and/or from the candidate's own knowledge. No more than two issues raised, possibly less. |
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| Ability to explain the limitations and how the changes would limit prime ministerial power. | |
| Level 3 3 Marks | Good to excellent ability to make links between theory and practical applications. |
| Level 2 2 Marks | Limited to sound ability to make links between theory and practical applications but not fully developed. |
| Level 1 1 Mark | Very poor to weak ability link theory to practical applications and to this scenario. |

| | |
|---|---|
| No. 1 (c) | To what extent have UK prime ministers become more 'presidential'? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding | |
| <p>Candidates should be able to explain the term 'presidential, both in terms of its constitutional implications and its broader, meaning. Typical knowledge of ways in which they have become more presidential might include :</p> <ul style="list-style-type: none"> • The media concentrate more on the PM as government spokesperson. • The greater concentration on presentation of policy. • The greater importance of the 'presidential' role in terms of foreign policy, military issues, global conferences etc. • The growth of the Downing Street 'machine', looking increasingly like an 'executive office of the president'. • Spatial leadership issues. • Any other cogent factors and evidence. • The personality of some prime ministers, notably Blair, Cameron. <p>On the other hand , there are counter arguments :</p> <ul style="list-style-type: none"> • Prime ministers are not heads of state constitutionally. • They are limited by party, cabinet and parliament. • They can be removed from office in mid term. • It is very much an issue of the individual's 'style'. • Events and other factors cause variations in dominance. • Any other cogent factors and evidence. <p>Examples and illustrations from the experience of recent prime ministers should be included as evidence.</p> <p>A Level 2 response will typically exhibit the following features: There will be at least three issues concerning presidentialism explored, preferably but not necessarily with some balance.</p> <p>A Level 3 response will typically exhibit the following features: There will be at least four issues concerning presidentialism explored, with significant balance.</p> | |
| Level 3 6-8 Marks | Good to excellent knowledge and understanding of both sides of the argument that the prime minister has become presidential, with appropriate examples and illustrations. |
| Level 2 3-5 Marks | Limited to sound knowledge and understanding of both sides of the argument, though there will probably be more knowledge and understanding of one side of the argument than the other. Examples and illustrations will be less extensively and/or effectively used. |
| Level 1 0-2 Marks | Very poor to weak knowledge and understanding of the arguments, almost certainly unbalanced. Probably no examples used. |

| | |
|--|--|
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| Ability to analyse the role of the prime minister critically. Ability to evaluate the extent to which the prime minister has become presidential. Analysis of the experience of recent prime ministers in relation to this question. | |
| Level 3 6-9 Marks | Good to excellent ability to analyse the question. A well balanced discussion which is extremely evaluative, with a cogent conclusion. Very good analytical use made of real world examples. |
| Level 2 4-5 Marks | Limited to sound ability to analyse and evaluate the arguments, possible somewhat unbalanced and possibly with a weaker conclusion. |
| Level 1 0-3 Marks | Very poor to weak ability to analyse and evaluate the arguments. Answers will be unbalanced, possibly with only one side of the issue discussed. Ineffective use of examples, if they are used at all. |
| A03 | 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, balanced response. |
| Level 2 3-5 Marks | Limited to sound ability to ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. Reasonably well structured response, with some, but not extensive balance. |
| Level 1 0-2 Marks | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. Little or no balance and a poor structure or no coherent structure at all. |

| | |
|---|--|
| No. 2 (a) | With reference to the source, outline two criticisms of David Cameron's appointments to the House of Lords. |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding | |
| <p>The source contains the following criticisms :</p> <ul style="list-style-type: none"> • It is becoming too large. • Cameron is rewarding party donors. • It is generally undemocratic. | |
| <p>Three marks available for two criticisms correctly identified. An additional two marks available depending on the amount of explanation of the points. For example :</p> <ul style="list-style-type: none"> • If too large it will be cumbersome and find it difficult to legislate or do its other work effectively. • Rewarding party donors which may be viewed as politically corrupt and certainly undemocratic as it is an unjustified reason for such appointments. • Any cogent explanation of the term 'undemocratic'. <p>5 marks for two criticisms and two explanations. 4 marks for two criticisms and one explanation. 3 marks for two criticisms and no explanation 3 marks for one criticisms with an explanation 2 marks for one criticism and a weak explanation. 1 mark for one criticism and no explanation.</p> | |

| | |
|---|--|
| No. 2 (b) | With reference to the source and your own knowledge, explain three considerations that are taken into account when appointing Life Peers. |
| A01 | Knowledge and understanding |
| Key knowledge and understanding | |
| <p>The source contains the following considerations :</p> <ul style="list-style-type: none"> • In order to restore the balance of party support in the Lords to close to that of the Commons, reflecting the popular will. • In order to reward donors for their support for the governing party(ies) <p>Other considerations not in the source might include :</p> <ul style="list-style-type: none"> • As a reward for a career as a loyal party supporter. • An individual might represent a significant section of society. • A 'worthy' citizen might be able to contribute effectively to the legislative process. • In order to reflect the more diverse nature of society. • Simply as an honour. • Any other cogent reason <p>Examples from the real world should be credited, but are not essential for a good answer.</p> <p>A Level 2 response will typically exhibit the following features: Simply but accurately, it will explain two considerations, at least one consideration 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 considerations, at least one consideration will be identified and discussed from the source, together with some material from the candidate's own knowledge.</p> | |
| Level 3 5-7 Marks | Good to excellent knowledge and understanding with t least three considerations should be identified and accurately explained. At least one of these should be from the source. There is clear evidence that the answer demonstrates an understanding of the link between the appointment and the political process. |
| Level 2 3-4 Marks | Limited to sound knowledge and understanding with three or less considerations identified with some explanation. At least one from the source. Understanding of the link between appointments and political processes may exist but not be extensive. |
| Level 1 0-2 Marks | Limited to very weak knowledge and understanding with less than three considerations identified. |

| | |
|---|---|
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <p>The analytical skill should include the ability to explain how the reasons behind appointments are linked to political processes – i.e. to party politics and to the role of the House of Lords.</p> | |
| Level 3 3 Marks | Good to excellent ability to explain and/or analyse the relationships between appointments and political processes. |
| Level 2 2 Marks | Limited to sound ability to explain and/or analyse the relationships between appointments and political processes. |
| Level 1 1 Mark | Very poor to weak ability to explain and/or analyse the relationships between appointments and political processes. |

| | |
|---|---|
| No. 2 (c) | Assess the arguments in favour of a largely or wholly elected second chamber. |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding | |
| <p>The main arguments in favour of the a largely or wholly elected second chamber, together with the possible problems associated with them, might include some of these :</p> <ul style="list-style-type: none"> • It would be more democratic. BUT this might depend on the electoral system used. • It could be a counterbalance to the overwhelming power of the Commons. BUT it may simply be a mirror image of the Commons. • It would raise the legitimacy of the second chamber, making it more effective. BUT it might become too powerful and make government ineffective. • It would make the Lords accountable, BUT it might also strengthen party control over the second chamber. • Any other arguments with accompanying assessments. <p>Structures may simply explain the arguments in favour first and then explain the issues in the second part of the answer.</p> <p>A Level 2 response will typically exhibit the following features: There will be at least three issues concerning Lords reform explored, preferably but not necessarily with some balance.</p> <p>A Level 3 response will typically exhibit the following features: There will be at least four issues concerning Lords reform explored, with significant balance.</p> | |
| Level 3 6-8 Marks | Good to excellent knowledge and understanding of the arguments in favour of an elected second chamber, with clear and cogent assessments of these arguments added. |
| Level 2 3-5 Marks | Limited to sound knowledge and understanding of the arguments in favour of an elected second chamber, with some, possibly not extensive assessments of these arguments added. |
| Level 1 0-2 Marks | Very poor to weak knowledge and understanding of the arguments in favour of an elected second chamber, probably with very weak or totally absent assessments. |

| | |
|--|---|
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| The key aspects of analysis and evaluation are that each argument in favour of an elected second chamber is assessed in terms of both or either weaknesses in the argument and or counterarguments. Analysis includes the ability to explain why the argument is made and what its beneficial effect might be. Evaluation concerns the ability to judge the strengths and weaknesses of arguments in a cogent way. | |
| Level 3 6-9 Marks | Good to excellent ability to evaluate and analyse the arguments with some degree both of analysis of argument and evaluation of the strength of argument. |
| Level 2 4-5 Marks | Limited to sound ability to ability to evaluate and analyse the arguments with some analysis of argument and evaluation of the strength of argument, though neither is extensive. |
| Level 1 0-3 Marks | Very poor to weak ability to evaluate and analyse the arguments. Probably a purely descriptive answer with no assessment of the arguments included. |
| A03 | Communication and coherence |
| Level 3 6-8 Marks | Good to excellent ability to construct and communicate coherent arguments and evaluations, making good use of appropriate vocabulary. |
| Level 2 3-5 Marks | Limited to sound ability to construct and communicate coherent arguments and evaluations, making some use of appropriate vocabulary |
| Level 1 0-2 Marks | Very poor to weak ability to construct and communicate coherent arguments and evaluations, making little or no use of appropriate vocabulary |

| | |
|---|--|
| No. 3 | To what extent have constitutional reforms introduced since 1997 made the UK more democratic? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding | |
| <p>The reforms to be discussed should include a reasonable proportion of these :</p> <ul style="list-style-type: none"> • Devolution • Human Rights Act • Lords Reform • Elected Mayors • Freedom of Information • Judicial reform • Fixed terms • Commons backbench reforms • The use of e-petitions on Downing street website. <p>NB. the increased use of referendums is not strictly a <i>reform</i> but is allowable in this discussion.</p> <p>The aspects of democracy which have been addressed include :</p> <ul style="list-style-type: none"> • Decentralisation • Accountability • Participation • Open government • Rights protection • Any other cogent developments identified by the candidate. <p>NB: Incomplete or delayed reforms may be included as part of the evaluation.</p> <p>A Level 2 response will typically exhibit the following features: There will be at least three issues concerning constitutional reform and democracy explored, preferably but not necessarily with some balance.</p> <p>A Level 3 response will typically exhibit the following features: There will be at least four issues concerning constitutional reform and democracy explored, with significant balance.</p> | |
| Level 3 14-20 Marks | Good to excellent knowledge and understanding of the various reforms, with a good range included, probably at least four types of reform, but likely to be more. Good knowledge of the ways in which the reforms were designed to address democratic problems. |
| Level 2 7-13 Marks | Limited to sound knowledge and understanding of the various reforms, with a good range included, probably four or less. Some knowledge of the ways in which the reforms were designed to address democratic problems. |
| Level 1 0-6 Marks | Very poor to weak knowledge and understanding of the various reforms, but with a limited range of probably less than four types of reform. Weak or no knowledge of the ways in which the reforms were designed to address democratic problems. |

| | |
|--|---|
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| <p>Mainly the ability to link the reforms to improvements to democracy, demonstrating a clear ability to explain how and why the reforms would enhance democracy. There should also be some analysis and evaluation of the reforms, including ways in which they have failed to enhance democracy. There should be some balance between positive and negative, though not necessarily an even balance.</p> | |
| Level 3 8-12 Marks | Good to excellent ability to analyse and evaluate reforms in terms of the links between the reforms and democratic improvements. Good balance and evaluation demonstrated. |
| Level 2 4-7 Marks | Limited to sound ability to analyse and evaluate reforms in terms of the links between the reforms and democratic improvements. Some balance and evaluation demonstrated, though not extensive. |
| Level 1 0-3 Marks | Very poor to weak ability to analyse and evaluate reforms in terms of the links between the reforms and democratic improvements. Little or no balance. |
| A03 | 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 answer. |
| Level 2 3-5 Marks | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. A soundly structured answer. |
| Level 1 0-2 Marks | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. Little or no coherent structure to the answer. |

| | |
|---|--|
| No. 4 | In what ways, and to what extent, is the Human Rights Act controversial? |
| AO1 | Knowledge and understanding |
| Key knowledge and understanding | |
| <p>Knowledge and understanding of the controversies surrounding the HRA. These might include :</p> <ul style="list-style-type: none"> • The fact that it is enforced by an external court – the ECHR. • The conflict between the need for security of the state and individual liberty. • The conflict between privacy and freedom of the press. • Issues concerning immigration and asylum. • Votes for prisoners. • The idea that judges are effectively ‘making law’ despite being unelected and unaccountable. • Controversy between and within the political parties. <p>Knowledge and understanding of senses in which it is not controversial, possibly including:</p> <ul style="list-style-type: none"> • That there is a strong rights culture and many in the centre-left-liberal spectrum of politics support the operation of the Act. • Many see it is a vital counterbalance to the power of the state. • Most rights in the ECHR are already part of UK statute or common law. <p>Examples and illustrations, probably about real cases of significance are desirable.</p> <p>NB: Although the Human Rights Act was not introduced by the European Union answers which appropriately link the issue to more general scepticism over Europe can be credited.</p> <p>A Level 2 response will typically exhibit the following features: There will be at least three issues concerning controversy over the HRA explored, preferably but not necessarily with some balance.</p> <p>A Level 3 response will typically exhibit the following features: There will be at least four issues concerning controversy over the HRA explored, with significant balance.</p> | |

| | |
|---|--|
| <p>Level 3 14-20 Marks</p> | <p>Good to excellent knowledge and understanding of the operation of the Act, the reasons why it is controversial and ways in which the Act has become part of a political consensus and is thus not controversial.</p> |
| <p>Level 2 7-13 Marks</p> | <p>Limited to sound knowledge and understanding of the operation of the Act, the reasons why it is controversial and ways in which the Act has become part of a political consensus and is thus not controversial. Possibly lacking balance.</p> |
| <p>Level 1 0-6 Marks</p> | <p>Very poor to weak knowledge and understanding of the operation of the Act, the reasons why it is, probably lacking balance and showing little or no knowledge of the senses in which it is not controversial.</p> |

| | |
|--|--|
| A02 | Intellectual skills |
| Intellectual skills relevant to this question | |
| Ability to analyse the role of the Act in terms of the politics of rights , security, the press etc. Ability to analyse the role of judges of why this may be controversial. Evaluation of the extent to which the Act has proved to be controversial. | |
| Level 3 8-12 Marks | Good to excellent ability to analyse and evaluate the role of the Act, the courts and politicians in relation to the HRA, including analysis of the why the Act has been supported and opposed. |
| Level 2 4-7 Marks | Limited to sound ability to analyse and evaluate the role of the Act, the courts and politicians in relation to the HRA, including limited analysis of the why the Act has been supported and opposed |
| Level 1 0-3 Marks | Very poor to weak ability to analyse and evaluate the role of the Act, the courts and politicians in relation to the HRA. Little or no evaluation will probably be included. |
| A03 | 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 developed structure and a response with a good introduction and conclusion. |
| Level 2 3-5 Marks | Limited to sound ability to construct and communicate coherent arguments, making some use of appropriate vocabulary. A sound structure to the answer with a cogent introduction and conclusion. |
| Level 1 0-2 Marks | Very poor to weak ability to construct and communicate coherent arguments, making little or no use of appropriate vocabulary. Lacking a satisfactory introduction and/or conclusion. |

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

Order Code US034578 January 2013

For more information on Edexcel qualifications, please visit our website
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

